DOCUMENT RESUME

ED 269 107 JC 860 258

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TITLE Pre-Freshman Summer Program: Evaluation Report.
INSTITUTION Queensborough Community Coll., Bayside, NY. Office of Testing and Institutional Research.
PUB DATE Oct 85
NOTE 143p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Articulation (Education); *College Bound Students; *College Preparation; Community Colleges; Counseling Services; Program Effectiveness; Program Evaluation; School Orientation; *Transitional Programs; *Tutorial Programs; Two Year Colleges

ABSTRACT

The goal of the 1985 Queensborough Community College (QCC) Pre-Freshman Summer Program (PFSP) was to ease the transition from high school to college for entering College Discovery freshmen in order to improve their academic performance and increase their chances for retention at QCC. The 6-week program included academic tutorials in reading, writing, and mathematics; counseling workshops concerned with college orientation, career development, and personal and social development; and a stipend for books and expenses. The PFSP students exhibited high motivation, persistence, attendance, and completion rates in all components of the program. In addition, they made statistically significant gains in writing, algebra, and total mathematics scores on the City University of New York Assessment Tests. Both the PFSP students and their instructors rated all components of the program highly, although the instructors had some reservations about the timing of the program and the lack of sufficient instructional hours to adequately cover the material. The PFSP evaluation report consists of a non-statistical summary and discussion of the results, their implications and recommendations, followed by several technical reports concerning the evaluation design, findings, and analyses. (EJV)

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ED269107

QUEENSBOROUGH COMMUNITY COLLEGE OF

THE CITY UNIVERSITY OF NEW YORK

PRE-FRESHMAN SUMMER PROGRAM

EVALUATION REPORT

Prepared by

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Evaluation Consultant

October, 1985

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I.

Abstract

To enhance the transition from high school to college for College Discovery students, the Pre-Freshman Summer Program (PFSP) provided 17 entering freshmen a six-week program which included academic tutorials in reading, writing and mathematics, counseling workshops in college orientation information, career development, and personal and social development, and a stipend for books and expenses.

Students showed high motivation, persistence, attendance and completion in all components of the program. Significant gains were observed in CUNY Skills Assessment Test pre-post scores and pre-post measures of cognitive-informational, career development and personal-social variables.

PFSP students showed statistically significant gains in writing, algebra and total mathematics scores on the CUNY Assessment Tests. Gains in pass rates of from 29% to 40% were observed among PFSP students on the CUNY Assessments.

Comparisons with control groups taking remedial courses in equivalent academic skills areas showed approximately equal gains on CUNY Assessment Tests, in spite of program students having roughly half as many instructional hours as controls.

Program students attained statistically significant gains over controls on major objectives of the program: college information, career decidedness and college social relatedness.

PFSP students rated all components of the program highly, as did the instructors, although the latter had some reservations regarding the timing of the start of the program and the lack of sufficient instructional hours to teach the material adequately.

Analysis of the program budget suggests greater emphasis might be given to instruction.

Recommendations are given for possible future PFSP programs at the college, and a discussion of the findings is provided which draws upon Schlossberg's concept of "transitions" and Kahn's notion of "convoy of social support."

Issues are raised for consideration by program administrators at the CUNY Office of Special Projects and local college levels.

It was concluded that the 1985 PFSP was successful in attaining most objectives, both quantitatively and qualitatively. This success is seen as largely the result of the high level of professional staff competency and motivation, the careful selection of motivated students, and a well-planned and administered program operating within budgetary constraints.

A follow-up of the PFSP participants as they enter and progress through the regular college program in the 1985-1986 academic year is suggested to determine whether the gains observed during the course of the summer session were effective in achieving the program objectives of improved academic performance and college persistence.

II.

Preface

The evaluation of the Queensborough Community College 1985 Pre-Freshman Summer Program (PFSP) consists of a non-statistical summary and a discussion of the results, their implications and recommendations, followed by several more technical reports concerning the evaluation design, instruments, findings and anlayses, included as appendixes.

The major findings and implications are found in the summary and discussion sections. The interested technical reader may wish to examine the statistical and research reports for more detail, but they are not essential to following the main ideas contained in the first two sections.

Evaluation research is always a cooperative human enterprise. Without the good will and helpfulness of key persons, this study could not have been done. The author expresses his appreciation to Dr. Edward Cohen of the QCC Office of Institutional Research and Testing for his help in improving the design of the demographic instrument and obtaining college norms on CUNY Assessments. Special thanks are due Mrs. Mildred Kallman for her efficient assistance in providing testing materials and scoring the tests; to Dr. Diane Call for her unstinting care and persistence in getting all program students to complete the evaluation instruments while she administered the program and conducted

counseling workshops, to Carlos Heredia for his helpful thinking which led to the creation of the Relationship Inventory, as well as his faithful administration of evaluation instruments to program students in his workshops; to the cooperative spirit in which PFSP instructors Dr. Juliana Corn, Patrick Fitzpatrick, and Alan Pastryk had students complete CUNY Assessments in an already too-short instructional time; and to QCC Summer Session faculty Patricia Allaire, Dr. Myrna Charry and Dr. Alvin Schlosser, for permitting me to take time from their classes to obtain data from students who served as controls, paving the way for an "alien" to enter their courses to do research.

Appreciation is also expressed to Dean Vita Tauss for her support throughout the project and to Dr. Frances Geer for reading a draft of portions of this report.

Finally, a word of thanks is due Commodore Business Machines and the people who developed the software used in the data analyses and preparation of the manuscript. Without the Commodore 64 computer and associated software, this evaluation would not have been possible.

Michael Miller

October 19, 1985

III.

Summary

The goal of the 1985 Queensborough Community College Pre-Freshman Summer Program (PFSP) was to ease the transition from high school into college for entering College Discovery freshmen in order to improve their academic performance and increase their chances for retention at the college.

The six-week program included academic tutorials in writing, reading and mathematics, as well as counseling workshops designed to provide orientation to college information and procedures, enhance career development and further social relatedness to the college and self awareness.

Students were assigned to two of the three academic tutorials, with each student enrolled in the writing tutorial, and to each of the four counseling workshops. The academic tutorials met four days per week during the six-week program for 65 minutes each day, while the counseling workshops each met once a week for an hour.

Attendance rates among PFSP students in the academic tutorials ranged from 88% to 95% for the six-week program, even though students received one-half their stipend upon the start of the program and the balance at midway through the program. Attendance among groups of control students enrolled in comparable academic course content, but not part of the PFSP program, ranged from 83% to 92%. For counseling

workshops, attendance ranged from 92% to 98%. All 17 PFSP students who began the program completed it.

Pre- and post- CUNY Assessment Tests and measures of roughly 20 other cognitive, informational, career development and personal-social variables were administered to the 17 PFSP participants in the program and to controls taking remedial subjects during the same summer session. The control students were exposed to roughly twice as many instructional hours as the PFSP group due to budgetary constraints on the PFSP program.

On the CUNY Assessment Tests, results of the data analyses indicated that PFSP students made modest gains in algebra, total mathematics and writing scores, finishing the program at roughly the same levels as control students in both the arithmetic and algebra sections of the mathematics test, and in reading and in writing, even though the PFSP students had more limited exposure to instructional hours. Increases in pass rates on the CUNY Assessment Test in reading, mathematics and writing were more marked. PFSP students and controls did not differ statistically on pre-post gains they made in reading, mathematics or writing. In most cases, the objectives of increasing CUNY Assessment scores by at least 0.5 standard deviations above pre-test means or increasing mean scores on QCC norms by 20 percent were reached.

On other cognitive-informational, career development, and personal-social variables, pre-post data revealed the program had a measurable impact at the end of six weeks,

reaching gains criteria in vocabulary improvement, college information, career decidedness, vocational identity, information seeking behavior, goal stability, self-esteem, college social attitudes and behavior, and college social relatedness. No changes were observed in study habits among the PFSP group or controls. However, control groups did show improvement in vocabulary, mathematics attitudes and information seeking behavior without exposure to the program treatment.

Although both PFSP and control groups showed gains on vocabulary, college information and information seeking behavior, the PFSP group manifested more gains across a broader spectrum of variables than did controls, supporting the integrated approach of the academic and counseling components which addressed themselves to both intellectual and emotional dimensions of student development.

Specifically, in the area of social relatedness to the college, at the time of post-testing, the PFSP group felt more a part of the Queensborough Community College student body, felt their counselors were more helpful, and that people at the college related to each other more helpfully than controls taking a remedial writing course. The PFSP group reported more off-campus social contacts with QCC students and more individualized contacts with counselors and instructors than did the controls. There were no differences between PFSP students and controls in students' perception of helpfulness of their instructors or over all feelings about their college experience during the summer session. In

general, results indicated that social-counseling goals of the program were attained. Evidence of this is found in the Group Project workshop, which planned and prepared a luncheon on the last day of the program. All students brought from home prepared foods and invited program faculty and staff to dine with them. A "graduation" ceremony was held at the luncheon and a certificate of completion was awarded to each program participant.

The PFSP program clearly demonstrated gains in all areas related to program objectives. (Outcome data is presented in graphs at the end of this section of the report.)

Program students rated all components of the PFSP program uniformly highly. On a scale of one to five, counseling workshops were rated 4.81 to 5.00, where the lowest rating referred to how much the counseling workshops helped students improve study habits. Academic tutorials were rated from 4.67 to 5.00, where the lowest rating referred to students' confidence that they would score higher on the CUNY Assessment Tests when taken at post-test time. Some students were not happy with the materials (textbooks, workbooks and/or handouts) (4.73 and 4.80 in writing and mathematics, respectively).

On a scale of one to seven, program staff felt that the PFSP program was well organized (5.00), the students were appropriately selected for the program (5.75), the students were highly movtivated and serious about learning (6.50) and that the students gained much from the particular component of the program for which the staff member was responsible (5.75).

Staff were critical of the date the program began for this group of students (3.25), as several students had sporadic absences during the first week of the program due to high school graduation ceremonies. Staff recommended the program begin one week later. Staff also felt there was not adequate time to cover the material planned for the course (3.75), as the original number of hours was severely curtailed by a budget adjustment just before the start of the program, causing the tutorials to only provide half as many contact hours as regular remedial courses. Finally, staff recommended individual tutoring for their courses to supplement their instruction and individualized work with students (5.50), perhaps using peer tutors (e. g. Queens College or upper-level QCC students). And several instructors suggested the program be expanded to include more students

Analysis of the budget suggests a somewhat greater emphasis might be given to instruction.

Recommendations for possible future PFSP programs include:

1. More instructional time in tutorials, with input of instructors before implementation.
2. More provision of individualized tutoring and individualized counseling, perhaps focusing on career development to supplement the Career Development workshop with test interpretation and discussion.
3. Specific provision be made in the counseling workshops for study skills development.

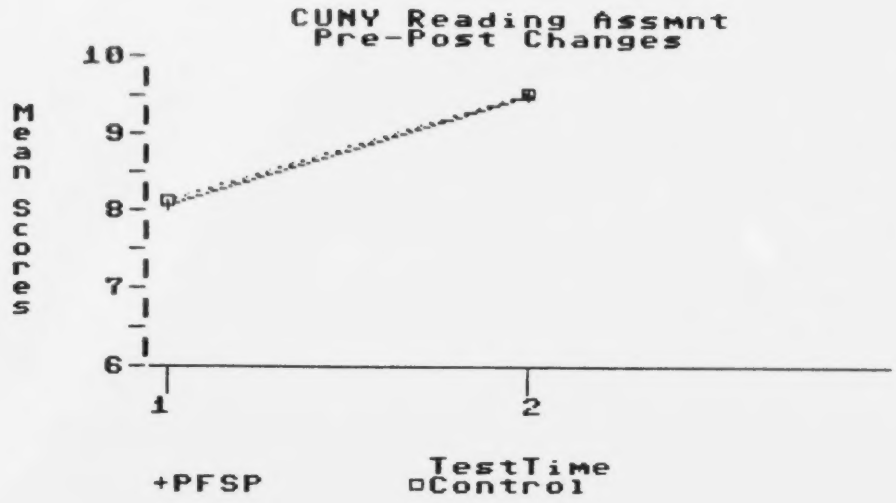
4. Later start of the program to avoid conflict with high school graduation.

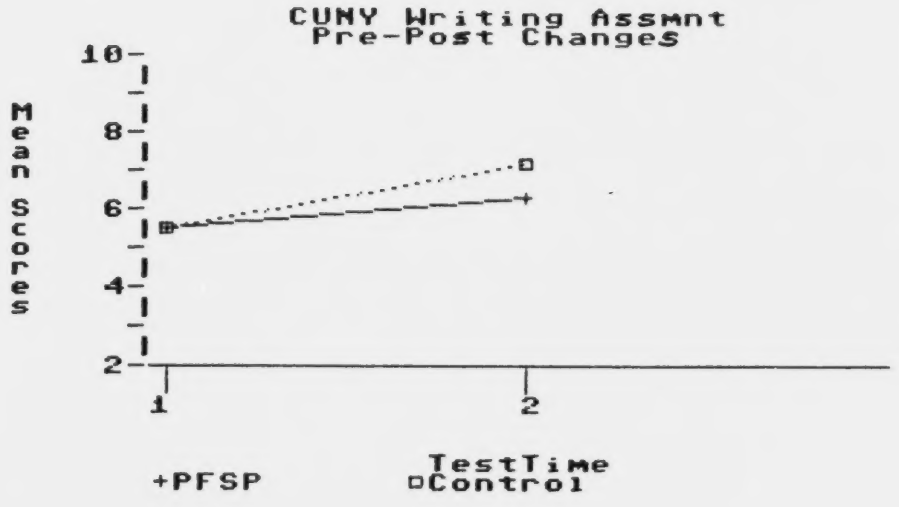
5. Provision of staff meetings to coordinate and discuss progress of tutorial students and to share perceptions about students in order to find ways to help students having difficulties in any area.

6. Provision of time to pre-test students on all evaluation instruments prior to the start of the program and to build in post-test time which does not preempt regular program components.

Instructors' comments indicated they liked the programming of all activities for students as a group "...while simultaneously giving adequate attention to their individual needs on an individualized basis...(and) the equal attention given to the students' cognitive and affective needs," "...students were well-motivated, worked hard. Orientation to college, in general, seems to have helped."

One instructor stated: "The fostering of good group cohesiveness and support among students and staff" was effective for the program. Another instructor wrote: "I applaud the program's ability to motivate, develop and maintain students' interest in learning. I would like to see the program increase student enrollment as well as the number of instructional hours." Administrators were felt to be helpful and concerned.


CUNY Reading Assmnt
Pre-Post Changes
Mean Scores
10
9
8
7
6
1
2
TestTime
+PFSP
□Control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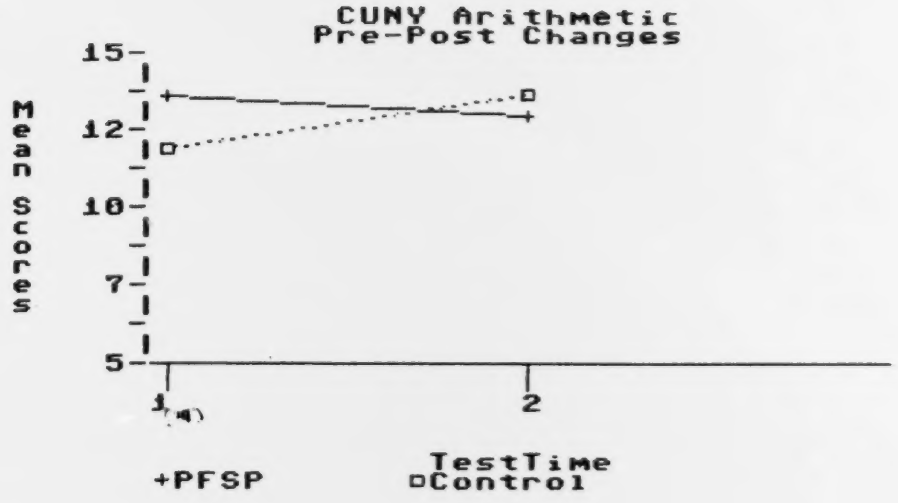
Pre-Post Changes
Mean Scores
10
8
6
4
2
1
2
TestTime
+PFSP
□Control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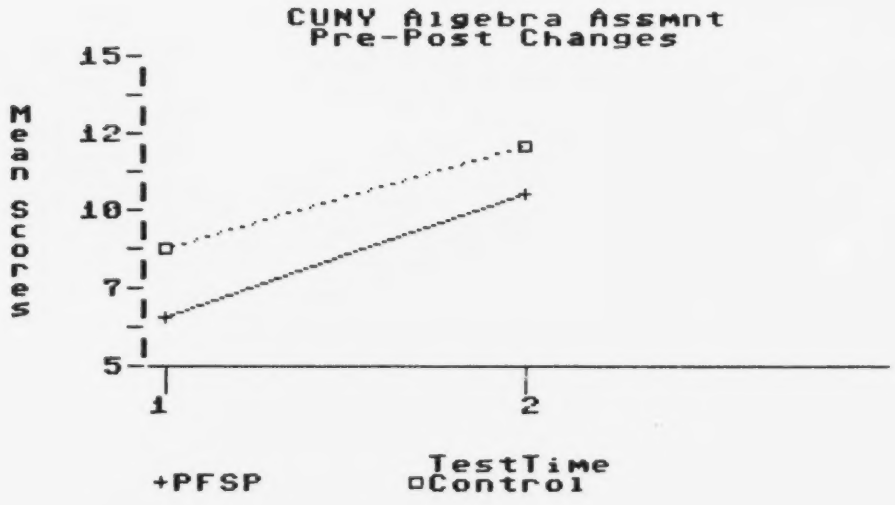
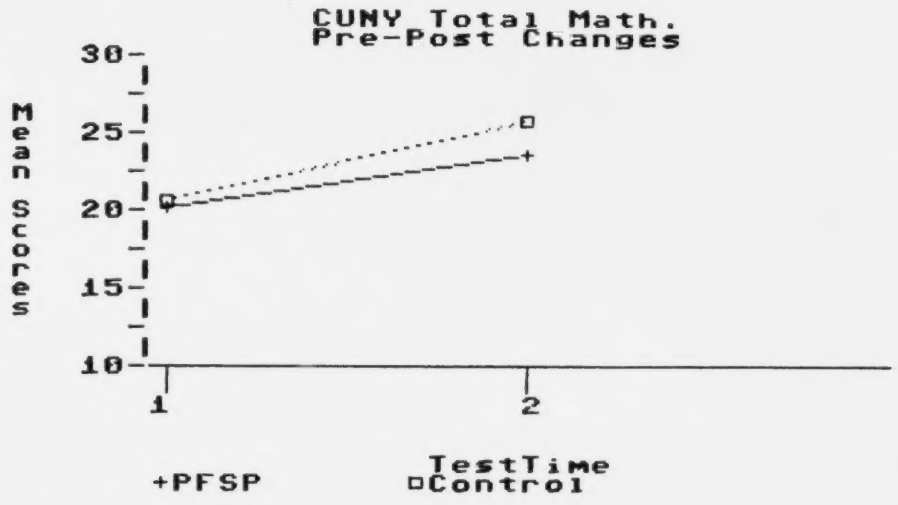
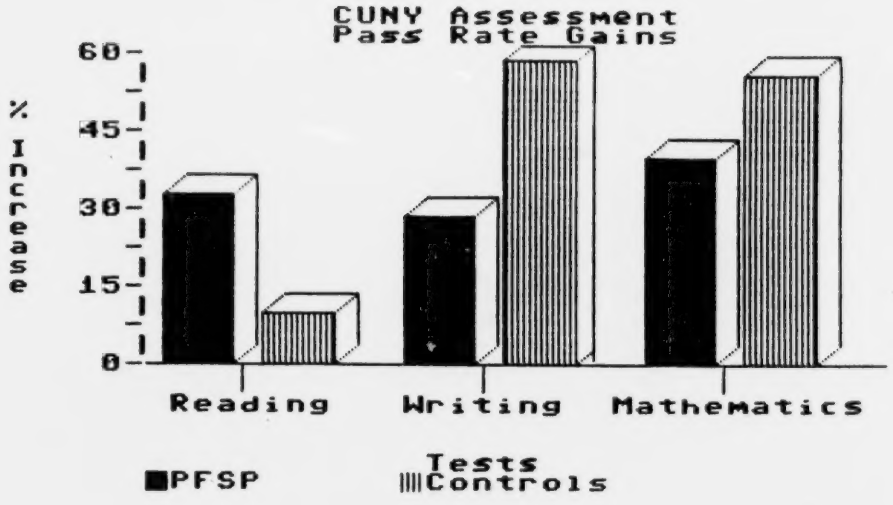
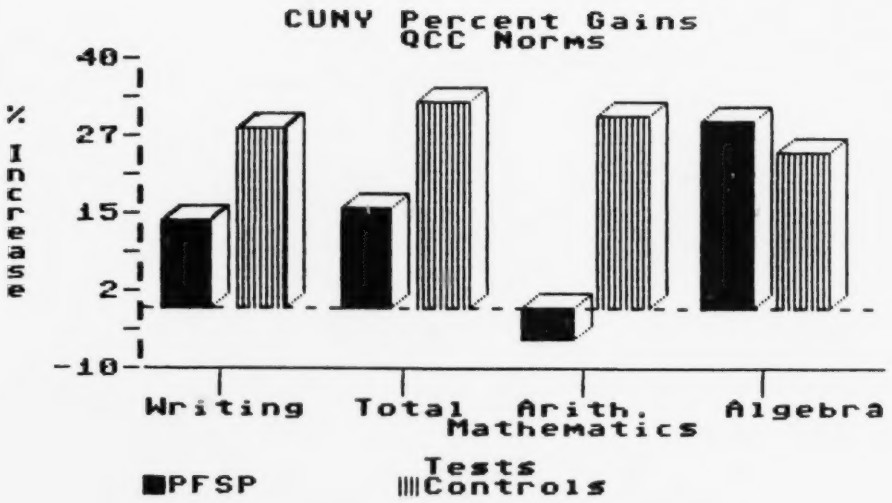
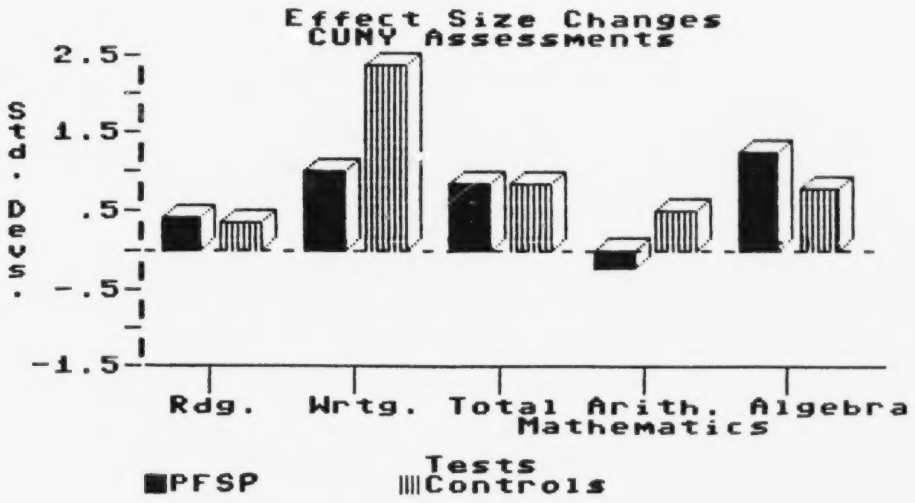
Pre-Post Changes
Mean Scores
15
12
10
7
5
1
2
TestTime
+PFSP
□Control

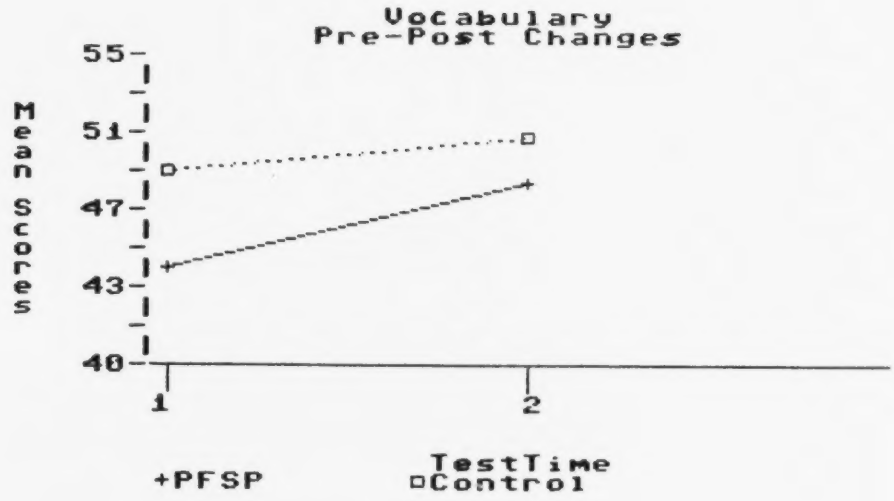

CUNY Algebra Assmnt
Pre-Post Changes
Mean Scores
15
12
10
7
5
1
2
TestTime
+PFSP
□Control

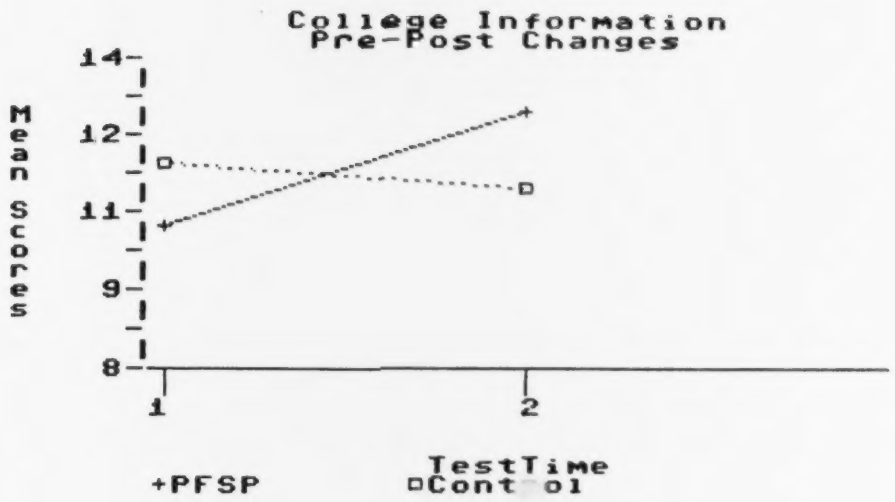

CUNY Total Math.
Pre-Post Changes
Mean Scores
30
25
20
15
10
1
2
TestTime
+PFSP
□Control

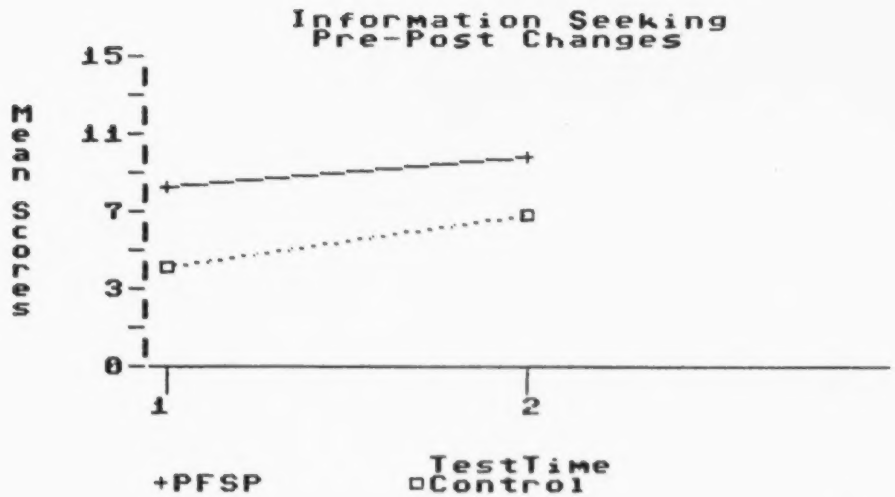

CUNY Assessment
Pass Rate Gains
% Increase
60
45
30
15
0
Reading
Writing
Mathematics
Tests
PFSP
Controls

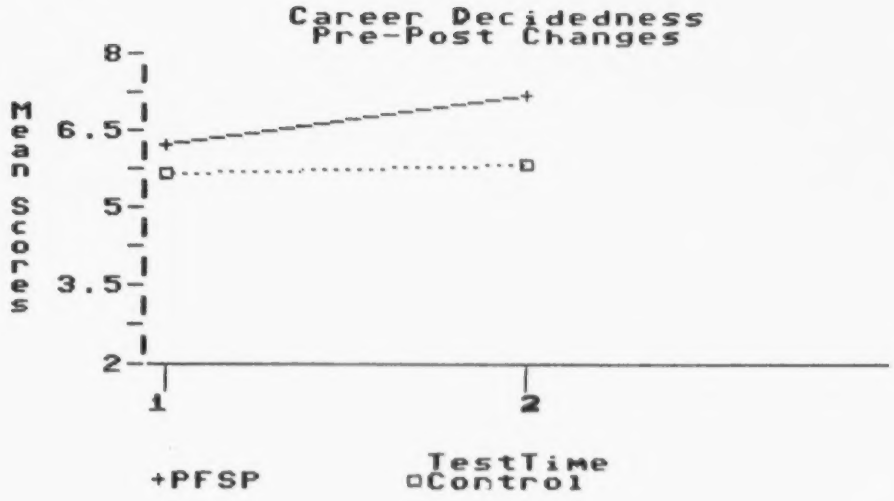

CUNY Percent Gains
QCC Norms
40
27
15
2
-10
% Increase
Writing
Total
Arith.
Mathematics
Algebra
Tests
PFSP
Controls

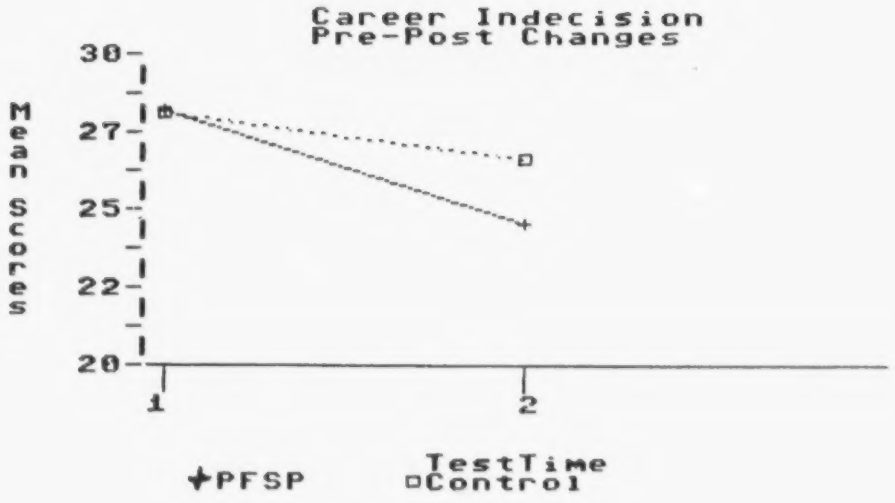

Effect Size Changes
CUNY Assessments
Std. Devs.
2.5
1.5
.5
-.5
-1.5
Rdg.
Wrtg.
Total Arith.
Algebra
Mathematics
Tests
PFSP
Controls

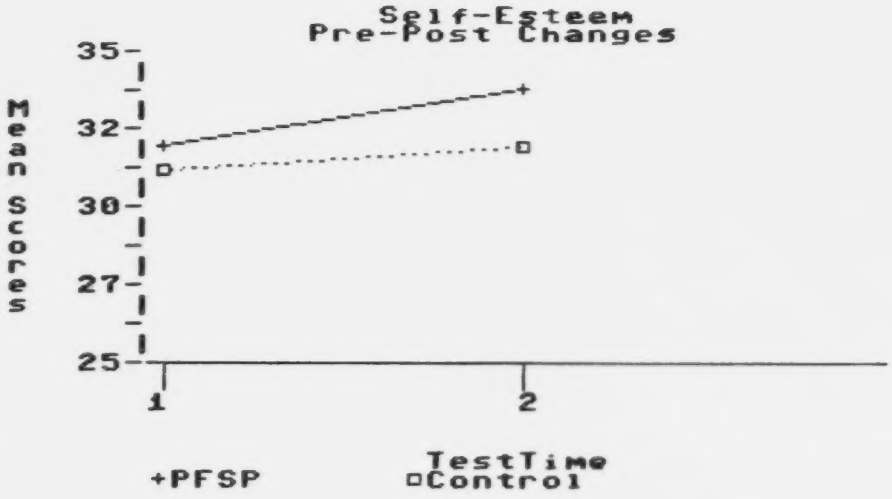

Vocabulary
Pre-Post Changes
Mean Scores
55
51
47
43
40
1
2
TestTime
+PFSP
□Control


College Information
Pre-Post Changes
Mean Scores
14
12
11
9
8
1
2
TestTime
+PFSP
□Control


Information Seeking
Pre-Post Changes
15
11
7
3
0
Mean Scores
1
2
TestTime
+PFSP
□Control


Career Decidedness
Pre-Post Changes
Mean Scores
8
6.5
5
3.5
2
1
2
TestTime
+PFSP
□Control


Career Indecision
Pre-Post Changes
Mean Scores
30
27
25
22
20
1
2
TestTime
+PFSP
□Control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Pre-Post Changes
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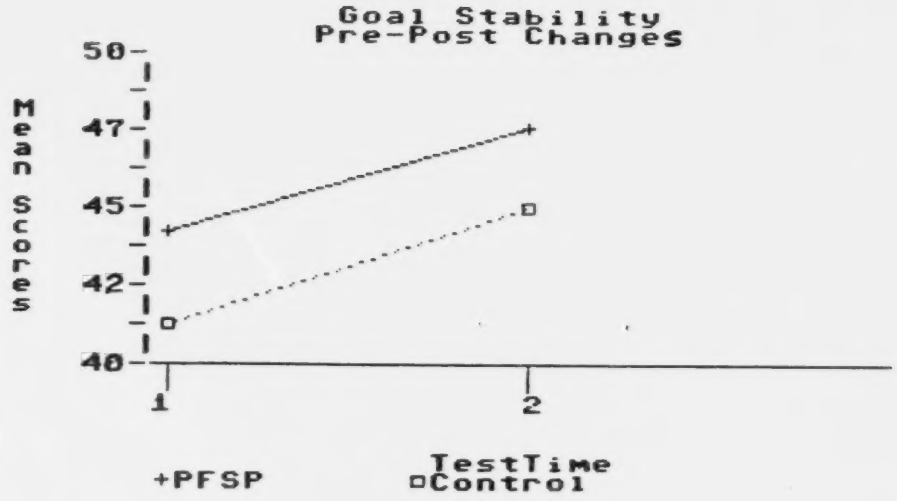
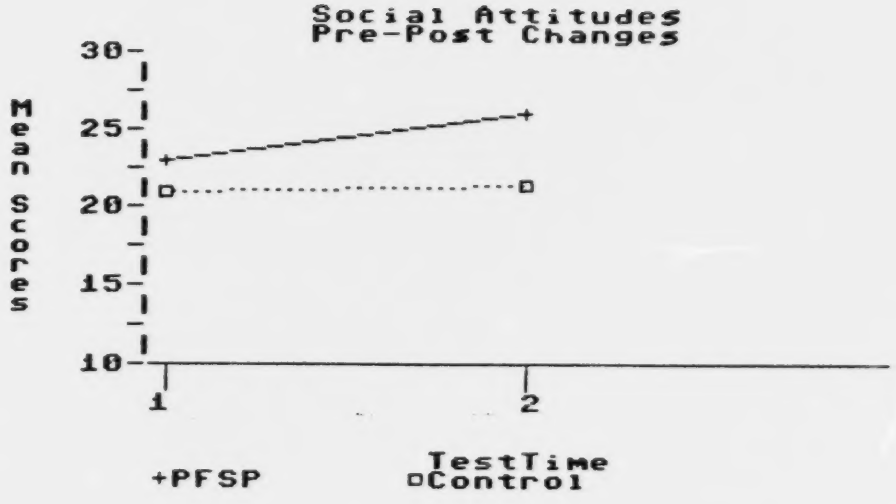
32
30
27
25
Mean Scores
1
2
TestTime
+PFSP
□Control


Goal Stability
Pre-Post Changes
Mean Scores
50
47
45
42
40
1
2
TestTime
+PFSP
□Control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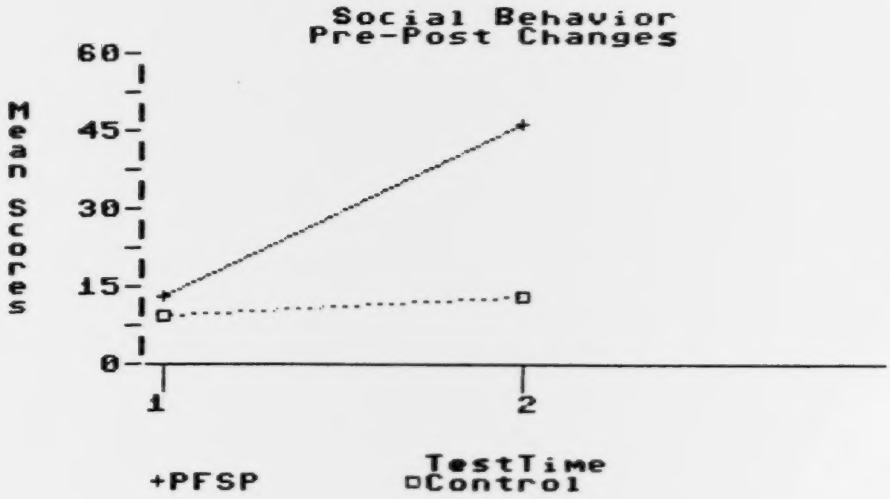
Pre-Post Changes
Mean Scores
30
25
20
15
10
1
2
TestTime
+PFSP
□Control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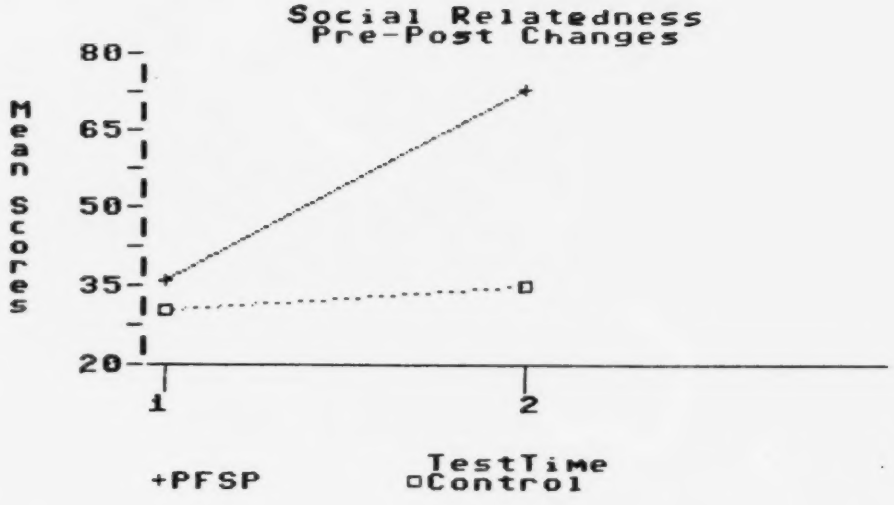
Pre-Post Changes
Mean Scores
60
45
30
15
0
1
2
TestTime
+PFSP
□Control


Social Relatedness
Pre-Post Changes
Mean Scores
80
65
50
35
20
1
2
TestTime
+PFSP
□Control

IV.

Discussion

Stepping back from the statistics, research design and program structure, the author would like to offer some observations and hypotheses concerning the Pre-Freshman Summer Program (PFSP) he has been evaluating for almost four months.

The Pre-Freshman Summer Program is primarily a program to enhance college readiness and to help students negotiate the life event of a transition--the transition from high school to college.

Nancy Schlossberg (1984) defines a transition as an event or nonevent, perceived by the individual, resulting in change. The change may be in "...relationships, routines, assumptions, and/or roles within the settings of self, work, family, health and/or economics." (p. 43). Schlossberg mentions Parkes' term: psychosocial transition, which he says is a change that requires "...'the abandonment of one set of assumptions and the development of a fresh set to enable the individual to cope with the new altered life space'...(Parkes, p. 103)" (Schlossberg, p. 44).

To help people negotiate transitions, Schlossberg recommends developing their coping resources, i.e. their psychological resources and coping responses, e.g. information seeking. She also feels that social support systems and networks are essential to the process of successful coping with transitions and protecting the

individual from the stress engendered by them.

One of the more important concepts Schlossberg discusses concerning people in transitions is Kahn's notion of the "convoy of social support," which he states is "'the idea that each person moves through the life cycle surrounded by a set of significant others related to him (or her either) by the giving or receiving of social support' (Kahn, p. 1) in (Schlossberg, p. 102)." Kahn further states that "'convoy is a person-centered network of social support, defined around a focal person whose activities and well-being we wish to understand....The convoy structure is the delivery system for social support (Schlossberg, p. 103)."

The concepts of "transitions" and "convoys of social support" suddenly became relevant to me as I sat one day in a PFSP group dynamics workshop as an observer. One of the program participants was discussing the social atmosphere in his writing tutorial, explaining why he felt he was learning to improve his writing, when he said: "I like the way people help each other in our class. No one feels embarrassed if they don't know the right answer. Someone is always there to say something in class to help you out or lean over and explain it to you."

What I think this program student was saying was that the combination of a program structure which fostered strong group cohesiveness, program staff who were competent, supportive, accepting and motivated to teach and develop students' skills and the specifically socially oriented

program components of the group counseling workshops, all interacted to foster the emergence of a "convoy of social support" which appears to have helped students in the beginning stages of their transition into college.

This transition process is largely one of socialization into the role of college student, and the importance of social psychological forces such as identification, increasing awareness of self and others through group interaction, and role-taking behavior cannot be underestimated.

These assumptions appear to be implicit in the program philosophy as implemented in its structure and content. The fact that the most dramatic gains were made in the variables of college social attitudes, behavior and relatedness support the "convoy of social support" concept and link it with the prediction of enhanced college performance and retention among program participants in the regular academic year.

It is important to note that the use of staff members familiar with the college, its curricula and students, enabled instructors and counselors to adapt syllabuses and instructional materials to the PFSP program--especially on short notice when the budget was reduced--greatly enhancing the likelihood of the program's success. These experienced staff members knew Queenborough's expectations, content in equivalent remedial courses, and understood the CUNY Assessment process, making their tutorials more effective and efficient than had the staff been hired from outside the college. The use of such experienced instructional,

counseling and administrative staff probably promoted better student preparation than the use of inexperienced personnel. The administration was well versed in the internal workings of the college system, saving time and cutting through the bureaucracy and formal organization to reach the informal organization, where actual work is accomplished.

The foregoing thoughts and observations lead to the following administrative issues which must be addressed in planning future PFSP programs:

1. If a follow-up of the current PFSP group shows that, in fact, these students do evidence better academic performance and retention than non-participants, is it more productive to plan for a larger program, i.e. more students and staff, or maintain a small program? Instructors and administrators have talked about expanding the program, but would the opportunities for social cohesiveness and social support be lost? Or, would it be possible to foster smaller groupings within a larger program structure? Can a small program be funded, as it is costlier per student, or do the gains justify the costs involved?
2. Some have argued that it is counterproductive to separate the PFSP group from the larger student body. The findings from the current program indicate the students felt part of the larger college environment, in fact <u>more so</u> than controls. Should the program continue with intact groups or mainstream the students? My feeling is that the social supports would be severely vitiated through mainstreaming at this point

in these students' transition into the college. One hypothesis might be that a cohesive social support system in the summer semester can strengthen coping resources for a mainstreamed fall semester.

3. In view of time and budget limitations, is the social-developmental emphasis which is so important to the current PFSP program too costly, or should there be more weight given to study habits and skills and more individualized career development? Taken the other way, should the academic skills area be strengthened at the expense of social-personal affective components?

4. Can there be a quality program if it is oriented to quantity? What can be done to reduce the need for a trade-off?

5. In the counseling area, although there was considerable individual counseling and advisement in academic program planning, there was no structured individual counseling component in which each student was required to participate. Counselors were available on an as-needed basis. Should individual counseling be emphasized more than it was this summer? Is it cost-effective and productive to do so, or is the group counseling and consequent development of the convoy of social supports more effective for program goal attainment?

6. Finally, the question of which College Discovery students to select for the PFSP might be examined. For the initial program, students were selected who generally required moderate degrees of reading (BE-122

placement) and writing (BE-112 placement). In the mathematics tutorial, students were selected who only needed remediation in algebra, not in arithmetic (modules 2, 3, and 4 of MA-010 placement). The decision to select students needing moderate levels of remediation was made to increase the probability of success in the six-week program and to permit homogeneous grouping for the tutorials. In the future, administrators may wish to consider whether students should be selected as they were this year, or whether only students needing the most extensive and intensive remediation (BE-111, 121 and module 1 of MA-010 placements) should be the target population. This is, by its very nature, a social policy issue.

Many of the issues raised above are ones of value choice. Future research may assist decision makers to test their hypotheses. The current evaluation study does suggest that the social cohesive convoy model implicit in the program design and execution has been relatively effective in the short-run and in comparison to control students who were not exposed to the program. Interestingly, the one control group which showed significant gains in mathematics attitudes and information seeking behavior had been described to the evaluator by the instructor as being "especially cooperative and helpful to each other, a very nice group of students to work with." Perhaps convoys of social support develop without rational planning. Teachers may encourage this process, and students may naturally form such groups. The PFSP program explicitly set out to nurture

this social process through its structure and content.

Whether the program gains observed during the course of six weeks will affect subsequent college performance of students positively can only be determined by a follow-up study of program participants.

In conclusion, it would seem that carefully selected and highly motivated students, seasoned and competent staff and a thoughtfully structured program, executed and supervised with thoroughness and attention to detail, yielded a number of measurable gains across a broad spectrum of variables related to the program objective of participants' increased readiness to cope with the transition of entering college.

V.

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VI.

Appendixes

Appendix A.

Queensborough Community College

Pre-Freshman Summer Program Evaluation

The Pre-Freshman Summer Program (PFSP) is designed to help college freshmen who are academically and economically disadvantaged to make a smooth and successful transition from high school, homemaking, or work into a community college environment.

At Queensborough Community College the 1985 PFSP consists of three basic components:

1. Academic instruction in basic skills areas to enhance students' learning and to support their academic courses when they begin their freshman year.
2. Counseling in the form of group workshops focusing on career development, personal development, and an exploration of the college environment--its resources, regulations and demands.
3. Financial aid, designed to assist the students to have sufficient funds to purchase their books, travel to and from the college, and have lunch.

This evaluation will primarily assess the first two components: academic and counseling, with some attention given to the total costs of providing services to the students, which will include consideration of financial aid.

Program Goals

The goals of the PFSP program are to:

1. Increase CUNY Assessment scores so that 20 percent more of the group passes the test than before the program.
2. Increase cognitive, informational, academic habits and attitudes, career development, personal and social variable scores by one standard deviation above their pre-test means.

Evaluation Design

Participants

The evaluation study will examine the Pre-Freshman Summer Program (PFSP) students (n = 17) at the time of their entry into the program as follows:

1. A description of the selection process will be given.
2. A description of the basic demographic variables will be provided.
3. Pre-Test scores on all variables under study and, where possible, percentiles in relation to national or other norm groups will be presented.

Control Groups

Three control groups will be used to assess any observed changes within the PFSP program group:

1. An intact Basic Skills Remedial Writing Workshop (BE-112), (N = 20).
2. An intact Basic Skills Remedial Reading Workshop (BE-122), (N = 20).
3. An intact Remedial Mathematics Workshop (MA-010), (N = 19).

These control groups were selected to represent students who were at roughly the same levels as the PFSP group on the CUNY Assessment Tests and the Queensborough Placement Tests (which are extensions of the CUNY Assessments). To ensure that the control groups are not significantly different from the PFSP program group, the evaluator will provide:

1. A description of basic demographic variables and a comparison on these variables with the PFSP group.
2. Pre-test scores on all variables under study, and comparisons on these variables with the PFSP group.

Variables

In order to determine whether the PFSP program has attained its goals the evaluation will examine variables covering a broad range of attitudes, behavior and academic performance. Although CUNY Central will evaluate CUNY Assessment score changes in detail, these variables will be reported in this study, as a major goal of the program is enhancing participants' capacity to successfully deal with the academic demands of the college.

Related to this is the development of an increased vocabulary and a detailed knowledge of the college's resources and academic regulations. Also, the program hopes to develop more positive and constructive academic habits and attitudes, providing stronger motivation and efficiency of study.

Since Queensborough is a community college and 94 percent of the PFSP group entered the program allocated to career programs, the evaluation will also focus on students' career development attitudes and behavior. This is because curriculum

decisions in high school are often made with minimal forethought or investigation on the part of sstudents.

Finally, as the program seeks to develop personal and social skills and attitudes which will support independent, goal directed behavior within the social system of the college, the evaluation will assess growth in goal stability, self-esteem and attitudes and behavior concerning the social system of the college. Such attitudes and behavior have been found by researchers to be related to college success and persistence (Terenzini et al., 1981; Terenzini and Pascarella, 1977; Tinto, 1977).

Approximately 30 variables will be measured in the PFSP program group, with selected variables measured in the three control groups for comparisons. The variables may be grouped into five areas:

1. CUNY Assessment Scores
   a. Reading Assessment
   b. Writing Assessment
   c. Mathematics Assessment
2. Cognitive and Informational Variables
   a. Vocabulary (Verbal Aptitude)
   b. Knowledge of College Resources and Procedures
3. Academic Habits and Attitudes
   a. Mathematics Attitudes
   b. Study Habits and Attitudes
4. Career Development Variables
   a. Information Seeking Behavior
   b. Career Decidedness

c. Vocational Identity

d. Need for Information

e. Vocational Barriers

Personal and Social Variables

a. Personal Goal Stability

b. Self-Esteem

c. Social Attitudes Toward the College Environment

Instruments

The following instruments will be used to assess the variables under study:

1. CUNY Assessment

   a. Reading Comprehension

   b. Essay

   c. Mathematics

2. Cognitive and Informational

   a. Quick Word Test (Borgatta & Corsini, 1964)

   b. Queensborough Resources and Procedures Inventory (Miller, 1985)

3. Academic Habits and Attitudes

   a. Mathematics Attitude Scale (Aiken, 1960)

   b. Survey of Study Habits and Attitudes (Brown-Holtzman)

4. Career Development

   a. Information Survey (Miller, 1985)

   b. Career Decision Scale (Osipow, 1980)

   c. My Vocational Situation (Holland et al., 1980)

5. Personal and Social

   a. Self-Expression Inventory (Robbins and Patton, 1985)

   b. Rosenberg Self-Esteem Scale (Rosenberg, 1979)

   c. Relationship Inventory (Miller, 1985)

Data Collection

Pre-Testing

The pre-test data will be collected during the first week of the PFSP program on all variables except the CUNY Assessment Tests, which were measured two to three months before the program's inception.

The counselors leading the counseling workshops will have the PFSP group complete all questionnaires and inventories during the counseling workshop meetings, with the exception of the Quick Word Test, which will be administered during the first meeting of the Writing Workshop. Arrangements will be made with students absent during the data collection to complete materials during the first week of the program.

The evaluator will go to control group classes during the first week of the program, which also coincides with the first week of the control groups' classes at the college, to obtain the data. Because of time limitations, only three or four instruments will be administered to any one control group class. By using a different set of instruments in each control group class, comparisons will be possible on most of the evaluation variables between the PFSP program group and one of the control groups.

CUNY Assessment Pre-Tests were given prior to the start of the control group classes. Since 20 of the 59 control group students (34%) had attended college before the summer, some of the CUNY Assessments had been taken between one and three years prior to the evaluation study. In order to maintain large enough samples, these students were retained in the

control group. We will assume that their initial CUNY Assessment scores did not, on the average, change appreciably without remedial instruction, as the remedial courses these students were required to take were pre-requisite to most courses which involved the use of the relevant skills, where presumably there might be further skill development.

Post-Testing

The same instruments will be administered as post-test by the same persons to the PFSP group and control groups during the last week of the program, which also conicides with the last week of summer school for the control groups.

In addition, during the last week of classes, the following will be administered:

1. CUNY Assessment Tests to relevant groups, i. e. students taking class or workshop in a particular area will be assessed in only that area.
2. Student Evaluation Forms to obtain student feedback on the program, administered only to PFSP students.
3. Instructors' Evaluation Forms, to be administered to the three academic instructors and the two counseling workshop leaders to obtain their perceptions of the program and their particular contributions to it.

In addition, observations will be made of other class outcomes, e. g. recommendations to be exempt from regular remedial courses, attendence at various activities and program completion rates.

Data Analysis

Pre-post test change scores will be analyzed using the Wilcoxon Signed Ranks Test for Matched Pairs. This test was selected because of the small sizes of the groups (N's range from 17 to 20) and the non-normality of the score distributions. The Wilcoxon test is more prone to Type II errors, i. e. false negatives. The t-test, on the other hand, is more prone to Type I errors, i. e. false positives. The more conservative course seems appropriate.

Results

Results will be reported in tabular and graphic form to enhance clarity of presentation. Levels of statistical significance will be reported, as well as means, standard deviations and mean change scores, t-test statistics, where appropriate, Mann-Whitney statistics and Wilcoxson statistics. Where possible, any observed changes will be related to norms. For pre-test comparisons among groups, two-tailed tests at the p = .05 level will be considered significant. One-tailed tests at the p = .05 level will be considered significant for pre-post change scores, although p = .10 to .20 will be reported for suggestive trends.

Discussion and Recommendations

All changes or lack of changes will be examined in the light of program goals and program components designed to achieve them. In general, the goal of enhancing group means 0.5 to 1.0 standard deviations above the the pre-test FFSF means seems like a reasonable objective for program effectiveness in a program of six-weeks' duration.

Recommendations with respect to program components and processes used to attain ojectives will be made for improvement of the program.

There will be some attempt at computing cost-benefit ratios. If these are meaningful, they will be reported.

Relative rates of attendence, completion and exemption from further remediation will be examined among the PFSP program group and control groups in light of program goals and characteristics.

Report Completion Objectives

First Draft of Report	9/15/85
Second Draft of Report	10/1/85
Third Draft of Report	10/8/85
Final Revision	10/15/85

Appendix B.

Program Ojectives and Methods

Queensborough Community College

MEMORANDUM

Office of Dean of Students *Telephone: 631-6351-2*

To: Dr. Michael Miller

From: Dean Vita Tauss VT

Date: July 16, 1985

Subject: PFSP GOALS AND BUDGET

This is in reply to your request for PFSP Goals and Budget. Let me address part two of your memo first, since that is the simpler area to deal with:

The total program budget for this program, based on a student head count of 20, amounts to $15,400 allocated for instruction and $6,160 for financial assistance to students. Included under the instructional allocation are the costs of counseling, teaching, administrative and evaluation personnel, all of whom are paid at regular adjunct salary rate. The program provides for 90 hours of instruction in the areas of basic reading, writing and mathematics skills, and includes tutorial assistance. The services of a counselor have been provided for a period of 100 hours over the six weeks duration of the program. The allocation for evaluation includes, as you know, a 108-hour block of time, for which a final report will be due in mid-October. Instructional time was evenly divided at 30 hours per instructional area.

Student financial assistance consists of a $50 allocation per student for books, plus a $43 per week stipend for six weeks, for a total of $308 per student.

To present you with a statement of the program's goals is unfortunately very difficult. No basic guidelines for this program were ever specified, which may, in part, be due to the fact that the character of each program differs in accordance with the needs of the local campus. One goal, however, I feel is very clear, and that is to assist the student in overcoming some of the learning difficulties which he or she brings to college. In as concrete terms as I can delineate, this means that students will come out of the program at a higher level of preparedness to undertake college-level work than they were when they entered the PFSP, and will be better equipped to deal with their personal needs as they progress through school. Early identification of problems, ability to locate appropriate resources, selecting the right courses and curriculum, and looking ahead to career and life preparation are all seen as contributing to success in the instructional component of college.

The approach at Queensborough has been to provide a well-integrated setting so that students can experience a microcosm of the early stage of college life. To implement this concept, the coordinator worked very closely with the instructional and counseling staff to locate problems and other areas of concern.

Because this is a new program and we are inexperienced in the concept of segregating CD students (CD, as you know, is a mainstream program), we have not attempted to be any more ambitious or more specific in our goals for our program. We simply do not know what the effect of a combined pre-program incorporating instruction and counseling will be.

Please let me know if this statement meets your needs. If not, I will do my best to give you more detail. One final note which I must add: the original proposal for the PSFP was based upon a budget that was nearly twice the size of the one which we received; therefore, the structure and goals which I originally outlined had to be scrapped for lack of funds to pay the necessary personnel. Since the budget came approximately two weeks before the program was slotted to begin, we did not have adequate time to make the necessary revisions. Whether or not this shows up as a flaw in your evaluation, we will be better prepared next time to anticipate funding the program realistically.

vt:mr

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

COLLEGE DISCOVERY

Pre-Freshman Summer Program

1985

READING TUTORIAL

Monday-Thursday

1:15-2:20

H-207

Instructor: Mr. Patrick D. Fitzpatrick

Objectives For Students

The focus of this course is to improve the reading and study skills of students enrolled in a six week Pre-Freshman summer program. This course places an emphasis on developing the vocabulary, comprehension and study skills required for successful college reading. Throughout the course students will be encouraged to realize that reading, writing, speaking and listening are all integral components of the language process and should be worked on simultaneously.

Methodology

To accomplish the above objectives, the discussion of reading and study skills will be supported by frequent practice exercises in class. Students will also be responsible for completing text book assignments which reinforce those skills discussed and practiced in class.

Course Text and Outline

See attached sheets

READING WORKSHOP, COLLEGE DISCOVERY

Instructor: Mr. Fitzpatrick

Summer, 1985

TEXT: Reading As Thinking by Gedamke and Kropp

Week #1 - Developing vocabulary as an active effective tool in reading comprehensively and pronouncing intelligibly.

Monday, June 24 - Introduction to Course and Materials
Student Questionnaire
Following Directions

Tuesday, June 25 - Reading Test (CAT)

Wednesday, June 26 - "Creating a Vocabulary Card System"

Assignment: 40 new words in context properly recorded on index cards.

Thursday, June 27-Phonetic Analysis

-decoding of pronunication key using diacritical marks
-long and short vowels
-schwa

Week #2 - Vocabulary Development, cont'd.

Monday, July 1 - Sharpening Dictionary Skills

-Guide words entry
-Phonetic entry
-Plurals of irregular nouns
-Irregulary verbs

Assignment: Teacher-made practice exercises

Tuesday, July 2 -Structural Analysis

-Etymology
-Multiple meanings of words
-Acronyms
-locating other information in the dictionary

Assignment: Teacher-made practice exercises

Wednesday, July 3- Guides to meaning from context

-using context clues to determine meanings of unfamiliar words
-synonym clues
-antonym clues
-example clues
-stated definitions

Assignment: Text - Paragraph Elements, pp.1-14
Oddnumbered paragraphs only.

Thursday, July 4 - HOLIDAY

Week #3 - Comprehension - To identify topics, main ideas and details and to sense relationships among them

Monday, July 8 - Paragraph Elements
-Topic
-Main idea
-Details

Assignment: Text - Paragrah Elements Test pp.15-17.

Tuesday, July 9 - Finding the topic of a paragraph

Assignment: Teacher-made practice exercises

Wednesday, July 10- Topic exercises

Assignment: Text - pp. 19-24, sections 1 and 3 only.

Thursday, July 11 - Topic Pre-test

Assignment: Review Topic for quiz

Week #4 - Comprehension, cont'd.

Monday, July 15 - Topics quiz

Tuesday, July 16 - Recognizing the relationship of ideas in a passage through an understanding of the ways the authors organize the material.

Assignment: Text - Thought patterns and linking words pp. 52 - 56.

Wednesday, July 17-Reading the Essay
-"Nightmare Life Without Fuel", Isaac Asimov

Thursday, July 18 -"Nightmare Life Without Fuel" - conclusion

Assignment: Text - Stated Main Thought - pp. 25-30.

Week #5 - Comprehension Skills - cont'd.

Monday, July 22 - Paragraph Patterns and Unstated Main Idea (Inference)

Assignment: Text - pp. 34 and 35, Paragraphs 1-5.

Tuesday, July 23 -Recognizing how details relate to main idea.

Assignment: Text pp. 45 - 47.

Wednesday, July 24 - Details, cont'd.

Assignment: Text - Main Though Test, pp. 38-40.

Thursday, July 25 - Literal Reading to Critical Reading

Assignment: Text - pp. 57-64, Paragraphs 1,2,3,5,8.

Week #6 - Test Taking Skills -(Since students will be taking the CUNY assessment exam upon completion of the program).

Monday, July 29 - Critical Reading - practice

Assignment: Text pp. 65-67, Paragraphs 9,12,14,15,19.

Tuesday, July 30 - Critical Reading - practice
-Teacher-made practice exercises

Wednesday, July 31-Wrap Up, Questions, etc.
-Completion of Vocabulary Card System.

Thursday, August 1 - Final Class

CUNY ASSESSMENT EXAM

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

COLLEGE DISCOVERY

Pre-Freshman Summer Program

1985

WRITING TUTORIAL

Monday-Thursday

10:00-11:05
M-143

Prof. Alan Pastryk

Objectives For Students

This course is designed for students requiring moderate remediation in grammar and rhetoric before taking content area courses. This tutorial is intended to provide concentrated instruction in grammar, usage, and rhetoric. Emphasis is also placed on organization and thought development necessary for the preparation of the model expository essay.

Methodology

To achieve the above objectives, instructional approaches will include: Lecture; class discussion and/or questions; workbook exercises; oral reading of answers to selected exercises for class response; small group readings and critique of paragraph; class response from instructor's reading of selected student compositions; individual conferences whenever time allows.

Course Text and Outline

See attached sheets

WRITING WORKSHOP, BE 112, COLLEGE DISCOVERY

Instructor: Mr. Pastryk

Summer, 1985

TEXT: Steps in Composition (3rd Edition) by Troyka-Nudelman

Week #1 - Importance of Words and Sentence Variety

Monday, June 24 - Introduction to Course

Diagnostic: Word Test
Essay

Homework: 10 sentences, minimum eight words in each and no duplication of beginning words.

Tuesday, June 25 - Introduction to Syllabus and Text

Fragments (pp. 70-78)

Homework: Odd numbers only, pp. 75-76
All numbers, pp. 77-78

Wednesday, June 26 - Comma Splices and Run-on Sentences (pp. 79-88)

Homework: Odd numbers only, pp. 83-86
Even numbers only, pp. 87-88

Thursday, June 27 - Coordination and Subordination (pp. 110-123)

Homework: page 113
Odd numbers only. pp. 118-121

Read story, "Crime in the Classroom," pp. 34-37
Do vocabulary, pp. 39-42

Week #2 - Punctuation and the Topic Sentence

Monday, July 1 - The Comma (pp. 281-294)

Homework: Odd numbers only, pp. 287-293

Tuesday, July 2 - Other marks of Punctuation (pp. 294-301)

Homework - Odd numbers only, pp. 297-301

Wednesday, July 3 - The Topic Sentence (pp. 13-22)

Homework: pp. 17-18 (#5 only)
Odd numbers only, pp. 20-21
Read "Darkness at Noon," pp. 2-3
Vocabulary, pp. 6-8
Spelling, pp. 9-12

Thursday, July 4 - Independence Day Holiday

Week #3 - The Topic Sentence and Paragraph Development

Monday, July 8 - Examples of paragraph development (pp. 23-29)

Homework: Write a paragraph developed with facts using topic sentence choice on page 25.

Tuesday, July 9 - Paragraphs read aloud and commented upon

Homework: Write a paragraph developed with examples using topic choice on page 26.

Wednesday, July 10 - Paragraph read aloud and commented upon

Homework: Write a paragraph developed by anecdote using topic choice on page 27.

Thursday, July 11 - Paragraphs read aloud and commented upon.

Homework: Write a paragraph - Your choice of topic and development

Read: "Click! Goodbye, Television," pp. 60-61

Vocabulary, pp. 63-66

Week #4 - Verbs and Agreement

Monday, July 15 - The -s Verb Ending (pp. 151-158)

Homework: Odd numbers only, pp. 153-157

Tuesday, July 16 - Subject Verb Agreement (pp. 155-166)

Homework - p. 163-164
Odd numbers only, pp. 164-166

Wednesday, July 17 - Irregular Verbs (pp. 167-176)

Homework: pp. 173-176

Thursday, July 18 - The - ed Verb Ending (pp. 177-188)

Homework: pp. 182-183
pp. 184-185

Write a paragraph - your choice
Read "The Nightmare Life Without Fuel," pp. 200-202
Vocabulary, pp. 203-207

Week #5- From Paragraph Principles to Essay Writing

Monday, July 22 - Paragraph and essay development (pp. 213-220)

Homework: pp. 217-219

Tuesday, July 23 - The introductory paragraph and the concluding paragraph (pp. 221-229)

Homework: pp. 225-227

Wednesday, July 24 - The Three Pronged Essay

Homework: Write an introductory paragraph on the topic given

Thursday, July 25 - Introductory paragraphs read aloud and commented upon

Homework: Write the second paragraph and third paragraphs of the essay

Read: "Optimistic America," pp. 138-139
Vocabulary: pp. 142-145

Week #6 - The Essay (continued)

Monday, July 29 - Group reading of essays and discussion

Homework: pp. 43-46
pp. 146-150

Tuesday, July 30 - In class essay writing

Homework - Write an essay on the same topic in class from the opposite point of view

Wednesday, July 31 - Wrap-up, questions, etc.

Thursday, August 1 - Final class essay

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York
COLLEGE DISCOVERY
Pre-Freshman Summer Program
1985
MATHEMATICS TUTORIAL
Monday-Thursday
1:15-2:20 P.M.
S-218
Dr. Juliana Corn

Course Objectives This course is intended for those students requiring remediation in Mathematics, as indicated by their scores on the Placement Examination. The course covers the topics designated as mod 2 and mod 3 on the syllabus. The content is designed to develop skill in manipulation of signed numbers and algebraic expressions, as well as the ability to solve linear equations, handle intuitive geometric ideas of area and perimeter and graph linear equations.

Methodology The instructional strategies to implement these objectives will include lectures, discussions, practice by the students of mathematical techniques in the classroom, as well as through written homework which will be handed in frequently. Students will be encouraged to answer questions and do boardwork during the class.

Course Text and Outline See attached syllabus.

Course Assignments
Week #1-Monday, June 24-Signed Numbers:addition and subtraction
Read pp.16-24
Homework:p.24 ex.6-12, 16-20; p.25 ex.1-10

Tuesday, June 25-Signed Numbers:multiplication
Read pp.29-40
Homework:p.25 ex.12-20; p.41 top,ex.1-20

Wednesday, June 26-Signed Numbers:powers, combined operations
Read pp.43-47
Homework:p.25 ex.21-30; p.41 top.ex.22-38; p.41 bot..ex.10-20; p.48 ex.10-15

Thursday, June 27-Signed Numbers:division, evaluation of expressions
Read pp.52-60; pp.76-79
Homework:p.49 ex.10-20; p.62 ex.3-10,20-24; p.81 ex.1-15

Week #2-Monday, July 1-Algebraic Expressions:monomial products
Read pp.86-97
Homework:p.81 ex.22-28; p.98 ex.1-6,8,10,12-14,18,19,22

Tuesday, July 2-Algebraic Expressions:distributive law
Read pp.100-113
Homework:p.98 ex.7,9,11,15-17,20-24; p.113 ex. 13-25

Wednesday, July 3-Algebraic Expressions:combined operations
Homework:p.113 ex.31-38; p.114 ex.13-25

Thursday, July 4-Holiday-no session

Week #3-Monday, July 8-Algebraic Expression:division
Read pp.120-131
Homework:p.114 ex.43-47; p.132 ex.1-10, 15-21

Tuesday, July 9-Algebraic Expressions: combined operations (continued)
Read pp.453-459
Homework:p.133 ex.24-35

Wednesday, July 10-Geometry:area and perimeter
Homework:p.468 ex.15-22,26-32

Thursday, July 11-Geometry:area and perimeter(continued)
Homework:review sheet for exam 1

Week #4-Monday, July 15-Review for exam 1
Homework:study for exam

Tuesday, July 16-Examination 1 on mod 2 topics
Linear Equations:addition principle
Read pp.138-145
Homework:p.162 ex.1-4,10,18,19,21

Wednesday, July 17-Linear Equations:multiplication principle
Read pp.146-157
Homework:p.162 ex.5-9,11-15; p.177 ex. 1-6, 11, 13 15, 16

Thursday, July 18-Linear Equations:combined principles
Read pp.166-175
Homework:p.177 ex.17-20,23,24; p.162 ex. 22-30

Week #5-Monday,July 22-Solving Verbal Problems:linear equations
Read pp.182-196
Homework:p.197 ex.9,10,14,15,16,18,19; p.177 ex.27,28; p.200 ex. 16,17

Tuesday, July 23-Solving Verbal Problems(cont.)
Graphing Linear Equations:rectangular coordinates
Read pp.210-220; pp.225-236
Homework:p.200 ex.18,20,25; p.221 ex.15; p.222 ex.1-8; p.238 ex.1,2,5,7,10

Wednesday, July 24-Graphical Solution of Systems of Linear Equations
Read pp.242-253
Homework:p.238 ex.11; p.254 ex. 3,7; p.255 ex. 1,2,3,7,8

Thursday, July 25-Algebraic Solution of Linear Systems
Read pp.258-272
Homework:p.273 ex.1,2,3,9,11,12,13 (bottom of page);p.283 (bottom of page) ex.1-5

Week #6-Monday, July 29-Fractional Linear Equations
Read pp.410-419
Homework: p.419 ex. 1-5; review sheet

Tuesday, July 30-Review for exam 2
Homework: study for exam

Wednesday, July 31- Examination 2 on mod 3 topics

Thursday, August 1- CUNY Assessment Exam

QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

5 Class Hours
0 Credits

TITLE: MA-010 BASIC MATHEMATICAL SKILLS

TEXT: MOD I: A Review of Basic Mathematics for College Students
by: Constance et al.,
Morton Pub. Co.

MOD 2,3,4: A Review of Basic Mathematics for College Students:
Elementary Algebra Book II
by: Constance et al.,
Morton Pub. Co.

MOD I	CHAPTER	HOURS
Whole Numbers	1	4
Fractions	2	4
Decimals	3	3
Ratio	4	2
Percents	5	3
TEST		1
		17 hrs.

MOD 2		
Integers and Rational Numbers	1	6
Algebraic Expressions	2	7
Geometry	pp. 446-463	3
TEST		1
		17 hrs.

MOD 3		
Linear Equations	3	6
Graphs of Linear Equations	4	5
Algebraic Solutions of Systems of Equations	5	5
TEST		1
		17 hrs.

MOD 4		
Products and Factoring	6	7
Algebraic Fractions	7	6
Fractional and Quadratic Equations	8	3
Pythagorean Theorem	pp. 463-465	
TEST		1
		17 hrs.

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QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

PRE-FRESHMAN SUMMER PROGRAM
1985

INTRODUCTION TO COLLEGE
Monday, 11:15-12:15
Library Building-Room 415
Dr. Diane Call

COURSE OBJECTIVES FOR STUDENTS

-to meet other freshmen and establish acquaintances prior to the Fall term.

-to become familiar with academic terms, processes and facilities of the college

-to understand the academic requirements of a declared major or curriculum

-to become acquainted with the College Discovery Program - benefits and regulations

-to plan academic program for courses for the Fall 1985 term.

COURSE OUTLINE

Week #1 Monday June 24

-overview of orientation component

-questionnaire completion

-campus tour to bookstore/Science Lounge

Week #2 Monday July 1

-introduction to academic terms, processes, general college requirements and offices

-introduction to College Discovery benefits and rules

Week #3 Monday, July 8

-understanding the roles and relationships of students and college instructors/staff

-calculating your average (GPA)

Week #4 Monday July 15

-how to read a transcript

-Financial Aid Information
what is available
filing application
who to see about financial aid problems

Week #5 Monday July 22

-planning a class program for the Fall term

Week #6 Monday July 29

- post-orientation evaluations

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

COLLEGE DISCOVERY

Pre-Freshman Summer Program
1985

GROUP PROJECTS

Thursday - 11:15 - 12:15
Library Building - Room 415
Dr. Diane Call

Objectives

This component of the Pre-Freshman Summer Program is shaped by the participants as a group. The activities are based upon the academic, social and cultural interests of the students. "Group Projects" is an integration of the informational, social and skills aspects of the Pre-Freshman Summer Program and a meld of individual contributions and collective group identity. Objectives for student participant:

-to research and explore college facilities and resources based on academic or recreational interests

-to share reactions to their college experiences

-to organize group projects and collaborate on their implementation

Week I Thursday, June 27

study habit questionnaire
complete pre program forms

Week II Thursday, July 4

no class

Week III Thursday, July 11

PFSP journal - reactions to the college, the people, the program
tour of the campus

Week IV Thursday, July 18

Library tour
-layout of library
-resources available
-how to use library facilities
-what a librarian can and cannot do for students

Week V Thursday, July 25

Organizing the PFSP Newsletter
-biographies
-address roster
-photographs
-journal tutorial excerpts

Week VI Thursday, August 1

post program evaluation
reception set-up

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

COLLEGE DISCOVERY

PRE-FRESHMAN SUMMER PROGRAM

GROUP COUNSELING: Career Decisions and Group Dynamics

Summer 1985

Counselor: Carlos Heredia

Number of Sessions: 12

Goal: To enhance the group member's adaptive and functioning mechanisms required for successfully handling life transitions (i.e., going from high school to college, growing from adolensence to young adulthood) and their overall growth and development. A special emphasis will be placed on the development of skills on career decision making and interpersonal relations.

Outline of Counseling Content

1. To focus on the process of decision making as it relates to living and its impact on the conceptions of who we are, what we are, and expectations of who and what we are likely to become.

1A. Some decision making styles are identified and discussed, particularly as they are presently more or less salient characteristics of the individual group members' own decision making styles. The group members' early life experiences are discussed as they were/were not characterized by the various decision making styles and they are compared to their present experiences and their salient decision making styles, to determine if there are any similarities or differences. (See "Decision Making Styles" handout).

1B. Some types/categories of decisions are identified and discussed as they relate to the group members' past and present life experiences (e.g., essential - non-essential for life, physiologic/psychosocial, conscious/unconscious etc.).

1C. Some important factors influencing the decision making process are identified and discussed (e.g. the temporal focus of one's life, relations with others, the nature of setting or environment where person has to live, person's attitudes towards others, society's influence on what the person considers valuable goals and on the patterns of goal setting he/she follows).

2. Definition and discussion of the career concept as a life path which individuals choose or decide to follow in the process of living their own lives.

2A. Help the individual group members to understand themselves and respective environments or milieus and to integrate the two in order to effectively plan their lives/careers (see "Process of Life and Career Planning" handout).

2B. To help identify and discuss the steps involved in the process of planfully making career/life decisions (see "Planful Decision Making Process" handout).

2C Consideration is given to whether or not the process involved in the individual group members decision to attend college and their stated curriculum choice followed what is suggested in part 2A and 2B. Opportunities are given to group members to explore the need to modify or change their decisions or choices or simply to clarify them in terms of the impact that the same are likely to have in their respective present and future lives.

2D. Guest Speaker: Mr. George Muchita, the Director of the college's Job Placement Center will speak on "The Queensborough Community College Training Programs and Their Relationship to the World of Work".

3. The termination of group counseling sessions will include an integrative review of the counseling work done, and since life/career decision making is an ongoing process the need for continued independent work on it and attention to it will be emphasized. (The College Orientation component of this summer program addresses to the on campus support services available to students, but other off campus support services will be mentioned during the termination counseling session. This information will be provided to the group members in case any of them find it necessary, in the future, to make use of such services).

Appendix C.

Assessment Instruments

BIW

STUDENT INFORMATION FORM

1. Name_____ 2. Date_____
   Last First M.I.

3. Social Security #_____ 4. Date of Birth_____

5. ☐ Female ☐ Male

6. Did you graduate from High School? ☐ Yes ☐ No

7. If yes, in what year?_____

8. Did you receive a GED diploma? ☐ Yes ☐ No

9. The ethnic category which best describes you. (Please check one category)

   ☐ Native American Indian or Alaskan Native

   ☐ Asian or Pacific Islander

   ☐ Puerto Rican

   ☐ Other Hispanic

   ☐ Black

   ☐ White

   ☐ Prefer not responding

10. In what country were you born?_____

11. How long have you been in this country?_____

12. Do you have any children? ☐ Yes ☐ No

13. Have you ever worked at a job for pay? ☐ Yes ☐ No

    If yes, for how many years? _____years.

    Was this mostly part-time or full-time? ☐ part-time ☐ full-time

14 In addition to going to college this summer are you planning to work?

   ☐ Yes ☐ No

15. Why did you choose to go to QCC this summer? (Check one or more)

   ☐ a) My relatives wanted me to go to summer school.

   ☐ b) I couldn't find a job for the summer.

   ☐ c) I wanted to learn skills to help me at college.

(over)

☐ d) My teacher or guidance counselor advised me to do so.

☐ e) I was offered financial assistance.

☐ f) I wanted to finish my remedial courses.

☐ g) I didn't have anything else to do.

☐ h) A friend suggested I go to Summer School.

☐ i) A college representative recruited me.

☐ j) Other (indicate)_____

16. If you had a choice, would you rather be working this summer than going to college? ☐ Yes ☐ No

17. Have you ever attended college before this Summer? ☐ Yes ☐ No

18. What is your best estimate of your immediate family's total yearly income before taxes? (Check only one category)

☐ Less than $4,000
☐ $4,000-$7,999
☐ $8,000-$11,999
☐ $12,000-$15,999
☐ $16,000-$19,999
☐ $20,000-$23,999
☐ $24,000 or more
☐ Prefer not responding

19. What language do you understand best?

☐ English only
☐ Spanish
☐ Chinese
☐ Creole
☐ French
☐ Hebrew
☐ Korean
☐ Arabic
☐ other _____

20. Are you living with your parents? ☐ Yes ☐ No

21. Are your parents: (check one)

☐ Together
☐ Separated
☐ Divorced
☐ Deceased
☐ other

22. Are you? ☐ single ☐ married

Name _____ Date _____ Group BIM
Last First

INFORMATION SURVEY

Below is a list of various sources of information students might use to help them in educational and career decision making. Please read each one and check in the space provided if you have used the information source during the past year. There are no right or wrong answers, so indicate the sources you really used, not what you think you should have used or what others have used.

Last year I used the following sources of information:

___1. Read Want Ads in the newspaper, trade paper, or professional journal.

___2. Spoke with a friend who was working at a job I thought I might like.

___3. Spoke with a teacher who knew something about courses and/or jobs.

___4. Spoke with a parent or relative who knew something about schools and/or jobs.

___5. Asked a librarian for help in finding materials about schools/jobs.

___6. Asked a counselor for help in finding materials about schools/jobs.

___7. Wrote to or visited a professional association or union for job information.

___8. Visited a place of work to inquire about job opportunities.

___9. Did volunteer work to learn about jobs they had there.

___10. Looked at parts of the Occupational Outlook Handbook.

___11. Read parts of a college catalog.

___12. Viewed a movie or film strip to learn about schools/jobs.

___13. Listened to a radio or TV program to learn about schools/jobs.

___14. Wrote to a school for information about its programs.

___15. Wrote to an organization for information about jobs.

___16. Attended a college or transfer conference to learn about schools.

___17. Attended a career conference to learn about jobs.

___18. Attended a special class or seminar to learn about schools/jobs.

___19. Took a course that was related to a job I was thinking about entering.

___20. Had an interview with someone working at a job I wanted to learn more about.

MATHEMATICS ATTITUDE SCALE

Name _____ _____ _____
Last First M.I.

Date _____ Group BIM

Directions: Each of the statements on this opinionnaire expresses a feeling which a particular person has toward mathematics. You are to express, on a five-point scale, the extent of agreement between the feeling expressed in each statement and your own personal feeling. The five points are: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA). You are to encircle the letter which best indicates how closely you agree or disagree with the feeling expressed in each statement AS IT CONCERNS YOU.

1.	I am always under a terrible strain in a math class.	SD	D	U	A	SA
2.	I do not like mathematics, and it scares me to have to take it.	SD	D	U	A	SA
3.	Mathematics is very interesting to me, and I enjoy math courses.	SD	D	U	A	SA
4.	Mathematics is fascinating and fun.	SD	D	U	A	SA
5.	Mathematics makes me feel secure, and at the same time it is stimulating.	SD	D	U	A	SA
6.	My mind goes blank, and I am Unable to think clearly when working math.	SD	D	U	A	SA
7.	I feel a sense of insecurity when attempting mathematics.	SD	D	U	A	SA
8.	Mathematics makes me feel uncomfortable, restless, irritable, and impatient.	SD	D	U	A	SA
9.	The feeling that I have toward mathematics is a good feeling.	SD	D	U	A	SA
10.	Mathematics makes me feel as though I'm lost in a jungle of numbers and can't find my way out.	SD	D	U	A	SA

OVER

11.	Mathematics is something which I enjoy a great deal.	SD	D	U	A	SA
12.	When I hear the word math, I have a feeling of dislike.	SD	D	U	A	SA
13.	I approach math with a feeling of hesitation, resulting from a fear of not being able to do math.	SD	D	U	A	SA
14.	I really like math.	SD	D	U	A	SA
15.	Mathematics is a course in school which I have always enjoyed studying.	SD	D	U	A	SA
16.	It makes me nervous to even think about having to do a math problem.	SD	D	U	A	SA
17.	I have never liked math, and it is my most dreaded subject.	SD	D	U	A	SA
18.	I am happier in a math class than in any other class.	SD	D	U	A	SA
19.	I feel at ease in mathematics, and I like it very much.	SD	D	U	A	SA
20.	I feel a definite positive reaction to mathematics; it's enjoyable.	SD	D	U	A	SA

QUEENSBOROUGH RESOURCES & PROCEDURES INVENTORY (QRPI)

Below are questions about Queensborough's resources and rules. On the separate answer sheet please fill in the letter of the best answer next to the number of the question. Try to answer each question. If you are not sure of the answer, give your best guess.

_____ 1. A GPA is all but one of the following:

(a) average of all grades at college
(b) based on a scale from 0 to 4
(c) general performance and attitude
(d) grade point average

_____ 2. The Dean's List is:

(a) a list of students who have broken college rules
(b) the names of students on academic probation
(c) an honor awarded to students with an average for the term of 3.30 or more
(d) the requirements for graduation

_____ 3. Academic dismissal:

(a) the time classes are dismissed
(b) when you are feeling discouraged about school
(c) comes before probation
(d) when you are not allowed to attend the college for credit courses

_____ 4. Academic retention refers to:

(a) rules the college has set up for how many courses you may carry
(b) rules which show what average you need to continue in good academic standing
(c) the number of students who continue past the first semester
(d) how much information you remember 6 weeks after the semester is over

_____ 5. To withdraw from a course you must:

(a) get the Dean's signature on a withdrawal form
(b) wait until after the withdrawal date
(c) just stop attending classes
(d) hand a signed withdrawal form to the registrar

_____ 6. To be readmitted, you must:

(a) complete a readmission form by the specified date
(b) be in continuous attendance at the college
(c) repeat several courses at least once
(d) use a leave of absence form which does not expire

_____ 7. A Change of Curriculum form requires:

(a) two references
(b) test scores in the major area you wish to enroll in
(c) a passing grade in BE-112 or on the placement test
(d) a counselor's signature

_____ 8. Career Counseling:

(a) is available in T-20
(b) requires a $15 fee
(c) is only available to career program students
(d) sometimes involves tests and occupational information

_____ 9. Career, Personal and Academic Counseling:

(a) is required of all freshmen
(b) is available in L-422 and L-428
(c) is not available to students who receive financial aid
(d) is given by the library staff

_____10. Academic Advisement:

(a) requires 14 days notice
(b) cannot be given to incoming freshmen
(c) enrolls students in their new courses
(d) helps the student to plan the next semester's courses

_____11. Financial Aid involves:

(a) applying for grants and loans
(b) helping those who need to invest their money in stocks and bonds
(c) requiring that a student carry 15 credits per semester
(d) purchasing tickets at the box office

_____12. The College Health Services office:

(a) is noted for its academic advisement
(b) requires medicaid eligibility
(c) gives swimming instruction
(d) is in the basement of the Medical Arts Building, room MC-02

_____13. A college lawyer is available for students:

(a) free of charge at the student government office
(b) who have been dealing in drugs
(c) who request financial aid counseling
(d) who can pay legal fees

_____ 14. Student Activities fees:

(a) provide low cost movies and concerts
(b) funds clubs
(c) assist worthy campus projects
(d) all of the above

_____ 15. The Dean of Students:

(a) is the person who signs late notes
(b) supervises the college library staff
(c) provides hot lunches to needy students
(d) may be found in A-508

_____ 16. Work Study students:

(a) work 40-50 hours per week on the campus
(b) must be financially eligible for the program
(c) may earn up to $200 per week
(d) are not permitted to carry more than 6 credits

_____ 17. Job Placement:

(a) runs Transfer Day
(b) helps students to change majors
(c) lists part-time jobs outside L-420
(d) does not use resumes or job interviews

_____ 18. "Office Hours" refers to:

(a) the time the college closes
(b) the times a professor can meed individually with a student
(c) the times staff take coffee breaks
(d) the hours typing students spend at work

_____ 19. The Periodicals section is:

(a) on the southwest corner of parking lot #1
(b) in the biology laboratories
(c) in the 2nd floor of the library
(d) in the 1st floor of the library

_____ 20. The Reserve Room is:

(a) where students sign up for their favorite teachers
(b) where students get advanced placement in favorite courses
(c) where seats are made available for popular concerts
(d) where books are held for student's use in the library

RELATIONSHIP INVENTORY

Name_____ Date_____
Last First M.I.

Group BIW

1. How many people do you know who are going to Queensborough this summer?_____

2. How many students have you made friends with who are going to Queensborough this summer?_____

3. When you have lunch during the school week, how many people do you usually eat with?_____

4. How many times during the past week have you done something socially with a Queensborough student away from the campus?_____

~~5. To what extent do you feel a part of the Queensborough Pre-Freshman Summer Program?~~

Not at all Somewhat Very much

1 2 3 4 5 6

6. To what extent do you feel a part of the Queensborough Community College student body?

Not at all Somewhat Very much

1 2 3 4 5 6

7. So far, how helpful do you think your instructors have been to you here at the college?

Not at all Somewhat Very much

1 2 3 4 5 6

8. So far, how helpful do you think your counselor has been to you here at the college?

Not at all Somewhat Very much

1 2 3 4 5 6

9. How many times this week did you spend a few minutes talking with your counselor or instructor on a one-to-one basis (that is, individually)?

_____

10. So far, how would you rate the way people treat each other and relate to each other here at Queensborough?

Not helpful Fairly Helpful Very helpful

1 2 3 4 5 6

11. What is your over all feeling about going to college this summer in this program?

Very negative Neutral Very positive

1 2 3 4 5 6

Name _____ _____ ___ Group B/W Date _____
Last First M.I.

RSE Scale

Directions: Below are ten statements. Please circle the letters to the right of each statement which show how you feel about it. If you Strongly Agree, circle SA; if you Agree, circle A; if you Disagree, circle D; if you Strongly Disagree, circle SD.

Try to answer each item as you really feel, not the way you think you should feel, or would like to feel, about these ideas.

(1)	On the whole, I am satisfied with myself.	SA	A	D	SD
(2)	At times I think I am no good at all.	SA	A	D	SD
(3)	I feel that I have a number of good qualities.	SA	A	D	SD
(4)	I am able to do things as well as most other people.	SA	A	D	SD
(5)	I feel I do not have much to be proud of.	SA	A	D	SD
(6)	I certainly feel useless at times.	SA	A	D	SD
(7)	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
(8)	I wish I could have more respect for myself.	SA	A	D	SD
(9)	All in all, I am inclined to feel that I'm a failure.	SA	A	D	SD
(10)	I take a positive attitude toward myself.	SA	A	D	SD

Remember: SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Name _____ Date _____
(Last) (First) (M.I.)
Group BMI

SELF-EXPRESSION INVENTORY

Directions: Following are a number of statements that reflect various ways in which we can describe ourselves. After reading each statement, one at a time, circle a number along the scale which ranges from 1, Strongly Agree, to 6, Strongly Disagree. There are no right or wrong answers so please just make your best judgment. Simply try to rate the extent to which you agree with each statement. Do not spend too much time with any one statement. Circle the number which best fits for each statement and do not leave any unanswered.

Please Circle a Number For Each Statement, Along:

Strongly Agree 1	Moderately Agree 2	Slightly Agree 3	Slightly Disagree 4	Moderately Disagree 5	Strongly Disagree 6

		Agree					Disagree
1.	My friends follow my lead.	1	2	3	4	5	6
2.	It's hard to find a reason for working.	1	2	3	4	5	6
3.	I don't seem to make decisions by myself.	1	2	3	4	5	6
4.	I deserve favors from others.	1	2	3	4	5	6
5.	Running the show means a lot to me.	1	2	3	4	5	6
6.	I catch myself wanting to be a hero.	1	2	3	4	5	6
7.	I have confusion about who I am.	1	2	3	4	5	6
8.	I have more ideas than energy.	1	2	3	4	5	6
9.	I know that I have more natural talents than most.	1	2	3	4	5	6
10.	I lose my sense of direction.	1	2	3	4	5	6
11.	It's easier for me to start than to finish projects.	1	2	3	4	5	6
12.	Being admired by others helps me feel fantastic.	1	2	3	4	5	6
13.	I don't seem to get going on anything important.	1	2	3	4	5	6
14.	I wonder where my life is headed.	1	2	3	4	5	6
15.	I'm witty and charming with others.	1	2	3	4	5	6
16.	I don't seem to have the drive to get my work done.	1	2	3	4	5	6
17.	I could show up my friends if I wanted to.	1	2	3	4	5	6
18.	After awhile I lose sight of my goals.	1	2	3	4	5	6
19.	My looks are one of the things that attract others to me.	1	2	3	4	5	6
20.	Achieving out of the ordinary accomplishments would make me feel complete.	1	2	3	4	5	6

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Form C

PRE-FRESHMAN SUMMER PROGRAM QUESTIONNAIRE

Directions: Please rate the following statements to show how much you agree or disagree with each one. Circle the number which indicates your rating of agreement or disagreement. Try to show your true opinions, not what you think you should write. Please do not write your name on this sheet.

1. The counselors were available when needed during their office hours.

1	2	3	4	5
Disagree				Agree

2. The counselors were knowledgeable about the summer program and procedures.

1	2	3	4	5
Disagree				Agree

3. The counselors gave me valuable feedback and assistance.

1	2	3	4	5
Disagree				Agree

4. The counseling workshops were well organized.

1	2	3	4	5
Disagree				Agree

5. The counseling workshops helped me to improve my study habits

1	2	3	4	5
Disagree				Agree

6. The counseling workshops helped me clarify my career goals.

1	2	3	4	5
Disagree				Agree

7. The counseling workshops were useful for learning the rules of the college.

1	2	3	4	5
Disagree				Agree

8. The counseling workshops helped me to feel part of a group of students and faculty at the college.

1	2	3	4	5
Disagree				Agree

9. I felt comfortable asking questions and/or expressing my opinions with the counselors.

1	2	3	4	5
Disagree				Agree

10. The counseling workshops helped me to feel more confident that I can succeed at this college in the fall.

1	2	3	4	5
Disagree				Agree

Form M

PRE-FRESHMAN SUMMER PROGRAM QUESTIONNAIRE

Directions: Please rate the following statements to show how much you agree or disagree with each one. Circle the number which indicates your rating of agreement or disagreement. Try to show your **true** opinions, not what you think you **should** write.

1. The course content of the mathematics workshop was well-organized.

1	2	3	4	5
Disagree				Agree

2. The instructor of this workshop presented topics clearly.

1	2	3	4	5
Disagree				Agree

3. The instructor encouraged students to **ask** questions.

1	2	3	4	5
Disagree				Agree

4. The instructor gave me valuable feedback on my work.

1	2	3	4	5
Disagree				Agree

5. The same materials (textbooks, workbooks, and/or handouts) should be used again next year.

1	2	3	4	5
Disagree				Agree

6. The topics covered in class helped me to improve my mathematics ability.

1	2	3	4	5
Disagree				Agree

7. I am confident that I will score higher on the CUNY Mathematics Skills Assessment Test when I take the test again.

1	2	3	4	5
Disagree				Agree

8. I would recommend this course to other students.

1	2	3	4	5
Disagree				Agree

Form R

PRE-FRESHMAN SUMMER PROGRAM QUESTIONNAIRE

Directions: Please rate the following statements to show how much you agree or disagree with each one. Circle the number which indicates your rating of agreement or disagreement. Try to show your true opinions, not what you think you should write. Please do not write your name on this sheet.

1. The course content of the reading workshop was well-organized.

1	2	3	4	5
Disagree				Agree

2. The instructor of this workshop presented topics clearly.

1	2	3	4	5
Disagree				Agree

3. The instructor encouraged students to ask questions.

1	2	3	4	5
Disagree				Agree

4. The instructor gave me valuable feedback on my work.

1	2	3	4	5
Disagree				Agree

5. The same materials (textbooks, workbooks, and/or handouts) should be used again next year.

1	2	3	4	5
Disagree				Agree

6. The topics covered in class helped me to improve my reading ability.

1	2	3	4	5
Disagree				Agree

7. I am confident that I will score higher on the CUNY Reading Skills Assessment Test when I take the test again.

1	2	3	4	5
Disagree				Agree

8. I would recommend this course to other students.

1	2	3	4	5
Disagree				Agree

Form W

PRE-FRESHMAN SUMMER PROGRAM QUESTIONNAIRE

Directions: Please rate the following statements to show how much you agree or disagree with each one. Circle the number which indicates your rating of agreement or disagreement. Try to show your true opinions, not what you think you should write. Please do not write your name on this sheet.

1. The course content of the writing workshop was well-organized.

1	2	3	4	5
Disagree				Agree

2. The instructor of this workshop presented topics clearly.

1	2	3	4	5
Disagree				Agree

3. The instructor encouraged students to ask questions.

1	2	3	4	5
Disagree				Agree

4. The instructor gave me valuable feedback on my work.

1	2	3	4	5
Disagree				Agree

5. The same materials (textbooks, workbooks, and/or handouts) should be used again next year.

1	2	3	4	5
Disagree				Agree

6. The topics covered in class helped me to improve my writing ability.

1	2	3	4	5
Disagree				Agree

7. I am confident that I will score higher on the CUNY Writing Skills Assessment Test when I take the test again.

1	2	3	4	5
Disagree				Agree

8. I would recommend this course to other students.

1	2	3	4	5
Disagree				Agree

PRE-FRESHMAN SUMMER PROGRAM

Instructor's Reaction Sheet

I. In the following statements, please ~~check~~ circle the rating which best represents your opinion:

1. The program was well-organized and designed.

Disagree			Neutral			Agree
1	2	3	4	5	6	7

2. The students appeared to be appropriately selected for the program.

Disagree			Neutral			Agree
1	2	3	4	5	6	7

3. The students appeared highly motivated and serious about learning.

Disagree			Neutral			Agree
1	2	3	4	5	6	7

4. There was adequate time to cover the material planned for my course.

Disagree			Neutral			Agree
1	2	3	4	5	6	7

5. Individual turoring would have been helpful to my students in this course.

Disagree			Neutral			Agree
1	2	3	4	5	6	7

6. The date the program began was well-selected for this group of students.

Disagree			Neutral			Agree
1	2	3	4	5	6	7

7. I feel my students gained much from the aspect of the program for which I was responsible.

Disagree			Neutral			Agree
1	2	3	4	5	6	7

II. Please explain or elaborate on your reasons for any ratings made above you may wish to explain.

Item 1. _____

Item 2. _____

Item 3. _____

Item 4. _____

Item 5. _____

Item 6. _____

Item 7. _____

III. A. Please indicate one or two aspects of the programs you believe were well executed and effective.

_____

_____

_____

B. Please indicate one or two aspects of the program you believe could use improvement for next year.

_____

_____

_____

_____

MM:ew

Appendix D.

Demographic Variables: PFSP vs. Controls

The attached data sheets and graphs compare students in the Pre-Freshman Summer Program (PFSP) (N = 17) with students serving as controls in three different remedial courses (N = 59) on the following demographic variables:

1. Age
2. Sex
3. Ethnicity
4. Place of birth
5. Income
6. Parents' living status
7. Living with parents
8. Attended college before
9. Ever worked before
10. Would rather work than attend summer school

A few observations of the data describing the PFSP program group and controls may be made:

1. PFSP and control students did not differ to any statistically significant extent on:

   a. Age (two-tailed test)

   b. Sex

   c. Place of birth

   d. Previous work experience

   e. Preference for working this summer rather than studying (expressed academic motivation)

   f. Living with parents

The PFSP program group did differ to a statistically significant extent from the controls on:

a. Ethnicity (PFSP had a higher percentage of black students and no white students.)

b. Family income (PFSP had lower incomes.)

c. Previous college attendance (controls were more apt to have previously attended college than PFSP students.)

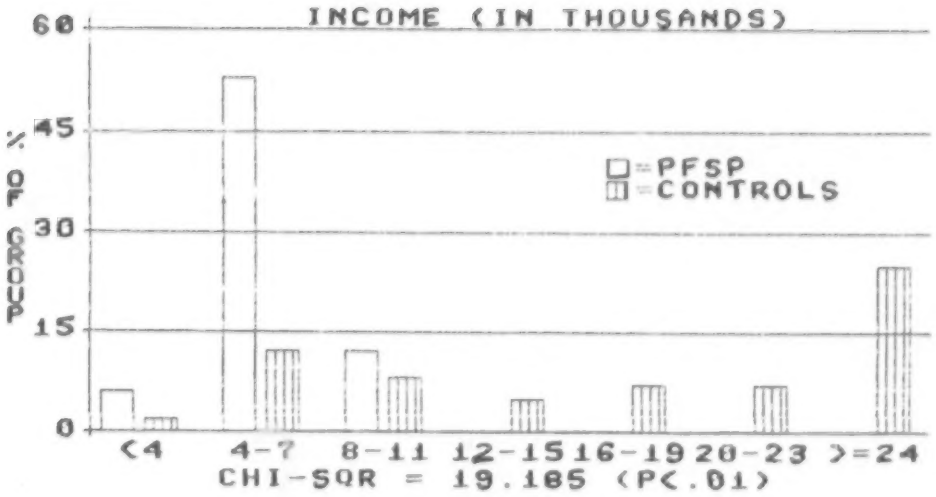
d. Parents' living status (controls were more apt to have parents who were living together, while PFSP students were more apt to come from homes where one or more parents was absent or deceased.)

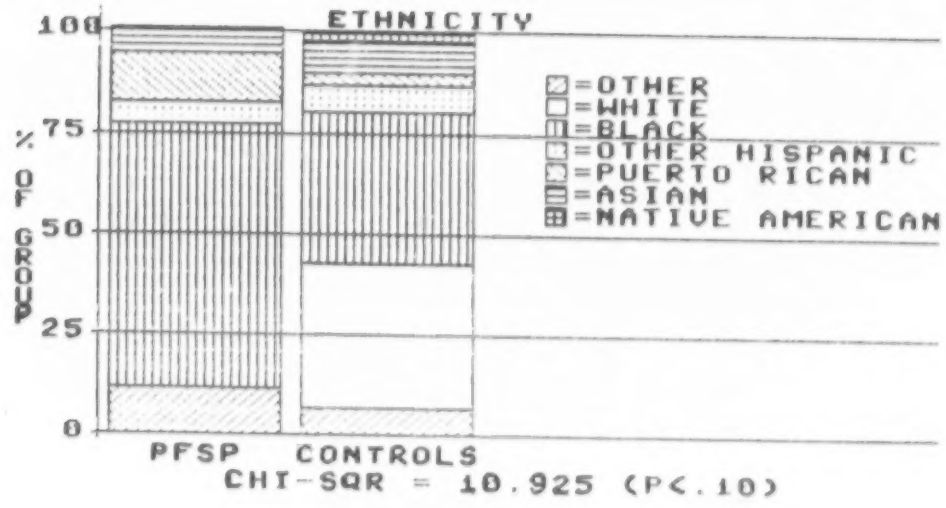
DEMOGRAPHIC VARIABLES

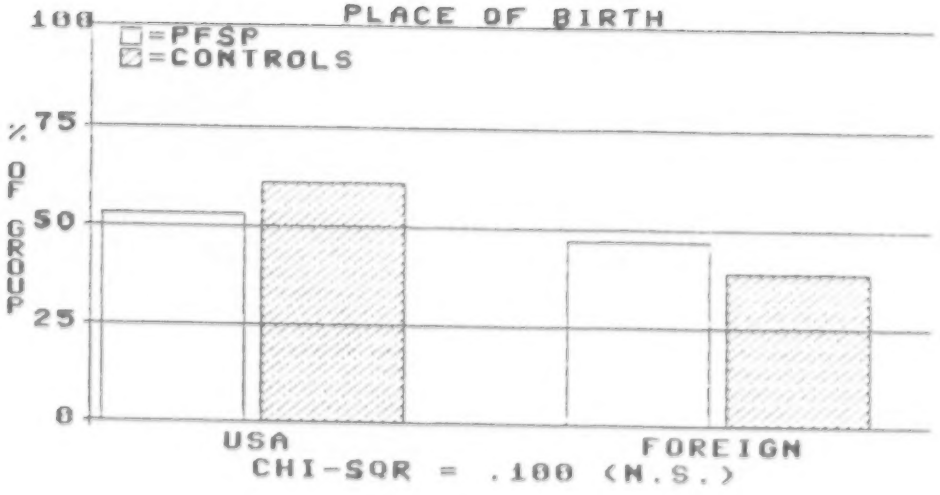
	PFSP (N = 17)	CONTROLS (N = 59)
AGE		
MEAN	20.06	22.56
SD	4.7	6.84
MAX	32	48
MIN	17	17
RANGE	15	31
MANN-WHITNEY Z	1.826(P<.07,N.S.)T-TAIL	
T-TEST	1.41(N.S.)T-TAIL	

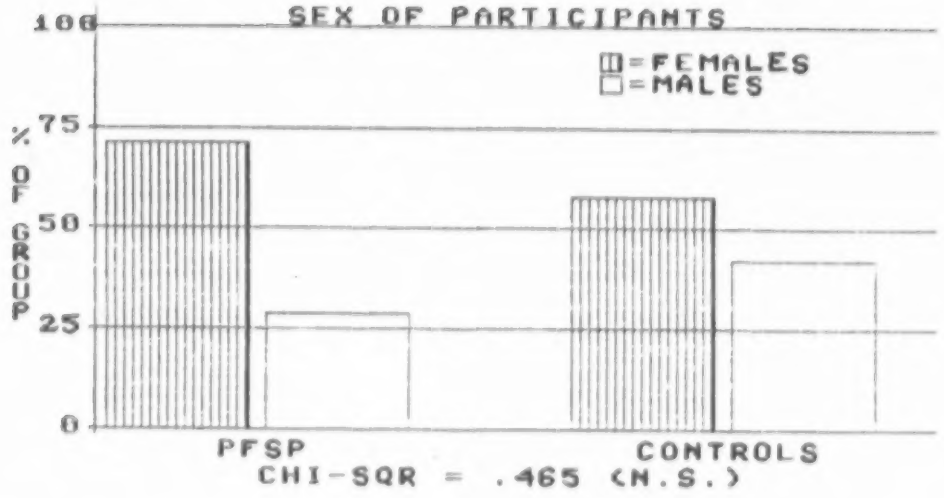
	PFSP PERCENT (N)	CONTROLS PERCENT (N)
SEX		
FEMALES	71(12)	58(34)
MALES	29(5)	42(25)
N	(17)	(59)
CHI-SQUARE	.465(N.S.)	
ETHNICITY		
NATIVE AMER.	0(0)	2(1)
ASIAN/PACIF.IS	6(1)	8(5)
PUERTO RICAN	12(2)	3(2)
OTHER HISPANIC	6(1)	7(4)
BLACK	65(11)	37(22)
WHITE	0(0)	36(21)
OTHER	12(2)	7(4)
N	(17)	(59)
CHI-SQUARE	10.925(P<.10)	
PLACE OF BIRTH		
USA	53(9)	61(36)
FOREIGN	47(8)	39(23)
N	(17)	(59)
CHI-SQUARE	.1(N.S.)	
INCOME		
<4,000	6(1)	2(1)
4,000-7,999	53(9)	12(7)
8,000-11,999	12(2)	8(5)
12,000-15,999	0(0)	5(3)
16,000-19,999	0(0)	7(4)
20,000-23,999	0(0)	7(4)
>=24,000	0(0)	25(15)
NO RESPONSE	29(5)	34(20)
N	(17)	(59)
CHI-SQUARE	19.185(P<.01)	
PARENTS' STATUS		
LVG. TOGETHER	35(6)	68(40)
OTHER	65(11)	32(19)
N	(17)	(59)
CHI-SQUARE	4.554(P<.05)	
LVG. W. PARENTS		
YES	82(14)	64(38)
NO	18(3)	36(21)
N	(17)	(59)
CHI-SQUARE	1.224(N S)	

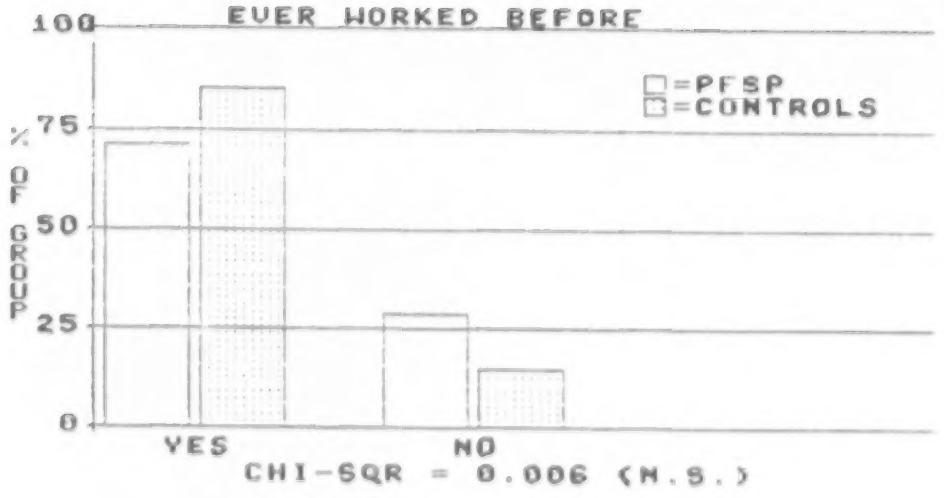
	PFSP PERCENT (N)	CONTROLS PERCENT (N)
ATTND COLL. B/4		
YES	0(0)	33(19)
NO	94(16)	67(39)
N	(17)	(58)
CHI-SQUARE	5.827(P<.025)	
EVER WORKED B/4		
YES	71(12)	85(50)
NO	29(5)	15(9)
N	(17)	(59)
CHI-SQUARE	6E-3(N.S.)	
WOULD RATHER WORK THAN ATTND SUMMER SCHOOL		
YES	18(3)	31(18)
NO	82(14)	69(41)
N	(17)	(59)
CHI-SQUARE	.543(N.S.)	

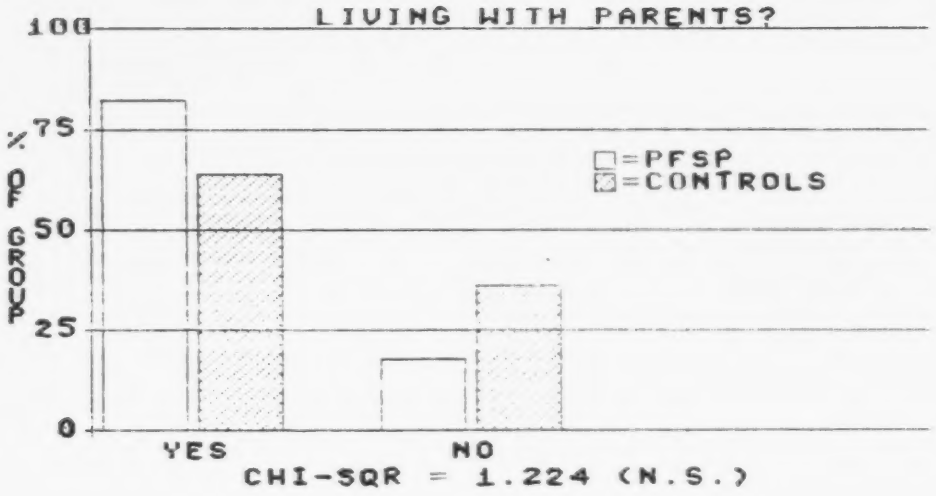

INCOME (IN THOUSANDS)
60
45
30
15
0
% OF GROUP
□=PFSP
▥=CONTROLS
<4
4-7
8-11
12-15
16-19
20-23
>=24
CHI-SQR = 19.185 (P<.01)

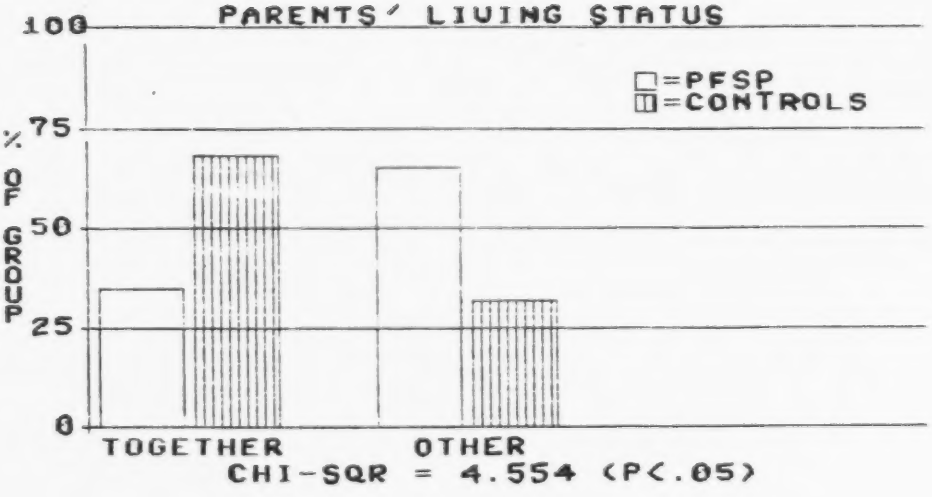

ETHNICITY
100
75
50
25
0
% OF GROUP
=OTHER
=WHITE
=BLACK
=OTHER HISPANIC
=PUERTO RICAN
=ASIAN
=NATIVE AMERICAN
PFSP
CONTROLS
CHI-SQR = 10.925 (P<.10)

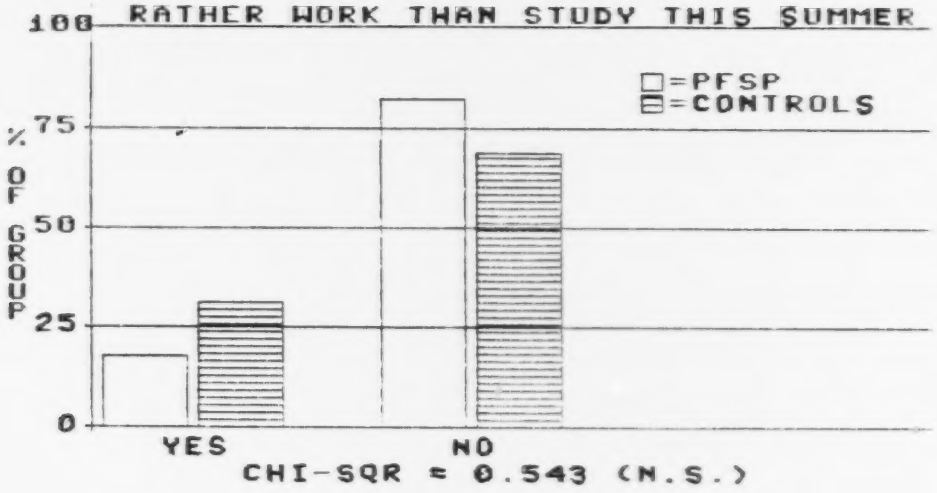

PLACE OF BIRTH
100
75
50
25
0
% OF GROUP
=PFSP
=CONTROLS
USA
FOREIGN
CHI-SQR = .100 (N.S.)


SEX OF PARTICIPANTS
100
75
50
25
0
% OF GROUP
▨=FEMALES
□=MALES
PFSP
CONTROLS
CHI-SQR = .465 (N.S.)

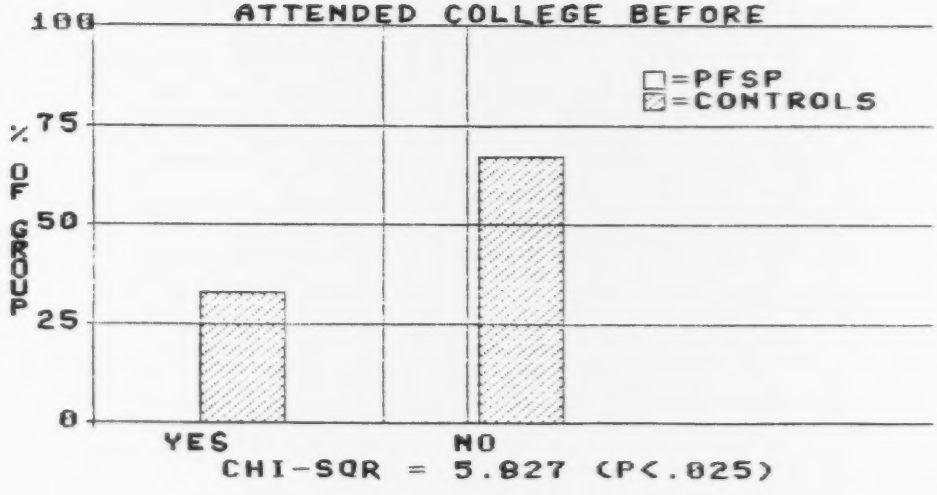

EVER WORKED BEFORE
100
75
50
25
0
% OF GROUP
□=PFSP
▨=CONTROLS
YES
NO
CHI-SQR = 0.006 (N.S.)


LIVING WITH PARENTS?
100
% OF GROUP
75
50
25
0
□=PFSP
▨=CONTROLS
YES
NO
CHI-SQR = 1.224 (N.S.)


PARENTS' LIVING STATUS
100
% OF GROUP
75
50
25
0
□=PFSP
▥=CONTROLS
TOGETHER
OTHER
CHI-SQR = 4.554 (P<.05)



CHI-SQR = 0.543 (N.S.)



CHI-SQR = 5.827 (P<.025)

Appendix E.

Attendance Rates

Table 1 shows the attendance rates of Pre-Freshman Summer Program (PFSP) and control group students in writing, reading and mathematics.

Table 1

Attendance Rates: PFSP and Controls

Writing

PFSP	88.2%
Controls	92.3%

chi-square = 3.775 (n.s.)

Reading

PFSP	88.0%
Controls	n.a.

Mathematics

PFSP	94.8%
Controls	83.4%

chi-square = 8.984 ($p<.005$)

Control attendance rates ranged from 83% to 92%, with PFSP attendance rates ranging from 88% to 95%. Chi-square

analyses showed that the difference in attendance rates between PFSP and controls in writing was not statistically significant, but attendance in mathematics was significantly greater for PFSP than for control students. Attendance rate data for the Reading control group was not available.

Table 2 presents attendance rates in the four counseling workshops.

Table 2

Attendance Rates: PFSP Counseling Workshops

Career Decisions	92.2%
Group Dynamics	92.2%
Group Projects	97.6%
Orientation to College	91.1%

Clearly, attendance at academic tutorial sessions and at counseling workshops was uniformly high among PFSP students, testifying to their sustained high motivation and seriousness of purpose in the program.

In addition to attendance, it should be noted that 100% of the students who began the program completed it, showing again the level of motivation and persistence developed within the program.

Appendix F.

Queensborough Community College

Pre-Freshman Summer Program: Pre-Test Input Variables

Attached is a summary of the means, standard deviations, group sizes and Mann-Whitney Test statistics for the Pre-Freshman Summer Program group (PFSP) compared with various control groups on 31 variables.

The data indicate the input values of the variables at the start of the program in the following areas:

1. High school record
2. CUNY Assessment scores
3. Cognitive (verbal) aptitude and college resource information
4. Academic habits and attitudes
5. Career development
6. Personal/social attitudes and behavior

Findings

As the reader can see in the last column of the data presentation ("p"), most of the variables were not different between the PFSP and control groups to a statistically significant extent. This indicates that the program and control groups were fairly similiar at the start of the program even though it was not possible to randomly assign students to the PFSP program and control groups.

The only statistically significant differences noted were:

Mathematics Attitude: PFSP students (N = 5) taking

the mathematics workshop reported a more positive attitude toward mathematics than controls in the regular remedial mathematics course (N = 19). A possible reason for this was that the controls were tested on the first day of class, while most of the five students in the PFSP mathematics workshop were not tested until the fourth day of class, i. e. at the end of the first week. It is possible that the teaching-learning environment in the workshop had already begun to have an impact on these students' mathematics attitudes.

Study Behavior: Delay Avoidance, Work Methods, Study Habits and Study Orientation are all reported study behaviors, with Study Orientation a composite of attitudes and behavior. Since study attitudes were not statistically different, the conclusion seems reasonable that reported behavior, rather than attitudes toward teachers and education in general, was decisive in causing the PFSP group (N = 17) to score higher on Study Orientation than the control group (N = 20). The PFSP group indicated that they were more efficient and more effective students in relation to study behavior than the controls did at the beginning of the program.

Information Seeking: The PFSP group (N = 17) reported it had been more actively involved in information seeking behavior related to career and educational planning and decision making during the past year than did the control group (N = 19) at the start of the program. In fact, this was the most dramatic difference found between the PFSP

program group and controls of all pre-test variables examined ($p<.001$). Previous research (Miller, 1982) has shown that such information seeking behavior is correlated with socially outgoing attitudes and personality traits.

College Social Relatedness: This is a composite variable, combining college social attitudes and college social behavior. Although neither attitudes nor behavior alone reached statistical significance when comparing the PFSP group (N = 17) with controls (N = 20), when the two components were combined, the more inclusive College Social Relatedness was higher in the PFSP group than in the control group, even as the program was in its first week of operation, suggesting the PFSP group was more socially attached to the college community than the controls at the start of the program.

Discussion

In considering the above findings, we should keep in mind the PFSP group's probable need to produce socially desirable responses to please program staff. Yet, if this were the overriding reason for PFSP students reporting more positive mathematics attitudes and study behavior, more extensive information seeking behavior, and more college social relatedness than control students at the start of the program, we should have also found statistically significant differences on the various components of study attitudes, career decidedness, career indecision, goal stability, self-esteem, college social attitudes, and college social behavior. However, this was not the case.

The results do suggest that the PFSP group was more active socially and studious in behavior than the control group at the program's inception.

Of even greater import than the few pre-test differences found (seven out of 31), is the total lack of differences on the high school record variables of College Admit Average and Total High School Credits, as well as on all CUNY Assessment scores and on vocabulary, traditionally an important predictor of college academic performance.

The fact that the PFSP and control groups were essentially the same on all of these academic aptitude, skill and previous performance variables is confirming evidence that the PFSP program and control groups started the program at roughly equal intellectual and educational performance levels.

Summary

The few pre-test differences between the PFSP and control groups detailed here, combined with the demographic differences described in Appendix D, which showed PFSP students to be lower in income distribution, of a different ethnic mix (more black students and no white students), more apt to have parents who are not living together, and the controls more apt to have attended college before this summer semester, complete the pre-test description of the Pre-Freshman Summer Program students in comparison with the control students.

The pre-test data confirm the basic equivalence of the PFSP program and control groups at the start of the program

on most cognitive and affective variables under study, but show differenences on the key demograpahic variables which are implied by College Discovery selection guidelines.

Attachment: Data Sheet

PRE-TEST INPUT VARIABLES: QCC-PFSP 8507

GROUP	PFSP MEAN	PFSP SD	PFSP N	CONTROL MEAN	CONTROL SD	CONTROL N	MANN-WHITNEY TEST U	Z	P
VARIABLE									
HIGH SCHOOL REC									
COLL ADMIT AVE	70.44	4.45	16	72.18	4.53	55	506.5	-.915	N.S.
TOT HS CREDITS	8.72	2.31	16	9.75	3.69	56	521.5	-.996	N.S.
CUNY ASSESSMENT									
READING-TOTAL	20.24	3.88	17	20.15	4.44	20	177	.213	N.S.
SUB 01	7.59	1.94	17	7.25	1.86	20	190.5	.625	N.S.
SUB 02	5.65	1.93	17	5.2	1.96	20	197	.823	N.S.
SUB 03	7	1.87	17	7.7	2.15	20	203	-1.006	N.S.
WRITING	5.53	.8	17	5.47	.772	19	170.5	.285	N.S.
MATH TOTAL	19.12	5.19	17	18.61	6.63	18	167	.462	N.S.
ARITHMETIC	11.94	3.54	17	11.06	3.9	18	170	.561	N.S.
ALGEBRA	7.18	3.61	17	7.63	4.4	18	154	-.033	N.S.
COGNITIVE/INFO									
VOCABULARY	44.71	9.83	17	49.47	14.67	19	189.5	-.887	N.S.
KNLDG COLL RES	10.76	1.75	17	11.95	2.33	20	219.5	-1.509	N.S.
ACDEMC HAB/ATT									
MATH ATTITUDES	80	9.41	5	53.16	19.95	19	83.5	2.559	<.02
STUDY ORIENTAT	125.71	27.28	17	106.1	27.16	20	241	2.16	<.05
DELAY AVOIDANC	30.76	8.22	17	23.5	8.38	20	250	2.438	<.02
WORK METHODS	28.53	8.68	17	23.05	7.86	20	238	2.072	<.05
STUDY HABITS	59.29	15.91	17	46.55	15.19	20	241.5	2.179	<.05
TEACHER ACCEPT	33.41	8.6	17	28.45	8.82	20	221.5	1.57	N.S.
EDUCATION ACCE	33	6.65	17	30.6	7.69	20	208.5	1.173	N.S.
STUDY ATTITUDE	66.41	14.58	17	59.55	14.59	20	225.5	1.69	N.S.
CAREER DEVELOPM									
INFO SEEKING	8.76	3.15	17	4.84	2.67	19	265	3.28	<.001
CAREER DECIDED	6.24	1.48	17	5.7	2.11	20	192.5	.686	N.S.
CAREER INDECIS	28.24	9.48	17	28.15	11.07	20	175.5	.168	N.S.
VOC IDENTITY	11.29	3.67	17	----	----	----	----	----	
INFO SUFFICIEN	.933	.799	17	----	----	----	----	----	
LACK VOC BARRS	3.13	1.06	17	----	----	----	----	----	
PERSONAL/SOCIAL									
GOAL STABILITY	44.29	8.24	17	41.26	8.34	19	191.5	.951	N.S.
SELF-ESTEEM	32	3.84	17	31.2	3.76	20	186	.488	N.S.
SOCIAL ATTITUD	23	5.02	17	20.94	3.94	20	228.5	1.782	N.S.
SOCIAL BEHAVIO	13.18	9.73	17	9.42	8.33	19	203	1.315	N.S.
SOC.RELATEDNES	36.18	12.5	17	30.36	9.75	19	217.5	2.168	<.05

GROUP	PFSP MEAN	PFSP SD	PFSP N	CONTROL MEAN	CONTROL SD	CONTROL N	MANN-WHITNEY TEST U	Z	P
VARIABLE									
CUNY ASSE									
READING-	19.83	4.02	12	20.15	4.44	20	120	0	N.S.
SUB 01	7.25	1.91	12	7.25	1.86	20	124.5	.175	N.S.
SUB 02	5.58	2.11	12	5.2	1.96	20	137	.662	N.S.
SUB 03	7	2.17	12	7.7	2.15	20	140.5	-.798	N.S.
MATH TOT	20.2	3.9	5	18.61	6.63	18	55	.745	N.S.
ARITHME	13.6	3.13	5	11.06	3.9	18	59.5	1.081	N.S.
ALGEBRA	6.6	3.21	5	7.63	4.4	18	47	-.149	N.S.

Appendix G.

Queensborough Community College Pre-Freshman
Summer Program Pre-Test Input Variables:
Normative Data

The attached tables show PFSP, control group, and norm group means and standard deviations on all variables in the study, as well as PFSP and control group Z's and percentile standings relative to norm groups, where such data is available.

The norm group for the CUNY Assessment Test (QCC RNDM) was composed of 64 students' scores drawn from all students who took the tests from 9/78 to 9/84 (N = 38,000). A table of random numbers was used to determine page numbers in the listing and then to determine line numbers on the ramdomly selected pages to include in the random sample.

The data presented in the attached tables shows CUNY Assesment scores ranged from the 24th percentile on Reading Sub 03 (drawing inferences) (N = 12) to the 54th percentile on Arithmetic in the mathemataics tutorial (N = 5) for the PFSP group. The controls ranged from the 21st percentile on Reading Sub 02 (understanding direct statements) to the 41st percentile on Algebra. All the CUNY Assessment test scores were in the "low-average" to "average" range.

Vocabulary was at the 17th percentile in the PFSP group and at the 24th percentile in the control group.

The Survey of Study Habits and Attitudes showed the PFSP goup ranging from the 67th percentile on Teacher Acceptance

to the 84th percentile on Delay Avoidance, while the controls ranged from the 48th percentile on Teacher Acceptance to the 64th percentile on Education Acceptance.

In comparison to a group of QCC students seeking career counseling and testing (N = 48), the PFSP group scored at the 79th percentile on information seeking behavior, while the contol group scored at the 28th percentile.

Finally, compared to a group of college students reported by Robbins and Patton (1985), PFSP students were at the 63rd percentile on Goal Stability, with the contol group at the 51st percentile.

In summary, PFSP students were in the low-average to average range on CUNY Assessment scores, below average on vocabulary, above average on study habits and attitudes and information seeking, and average on goal stability.

As in the previous report which showed Mann-Whitney comparisons between the PFSP program group and controls, the PFSP group, in relation to normative data, is highly academically motivated and actively involved in seeking information, although, as with the control group, somewhat low relative to normative data on academic skills and aptitude.

PRE-INPUT VARIABLES: QCC-PFSP 8507 NORMATIVE DATA

GROUP VARIABLE	PFSP MEAN	PFSP SD	PFSP N	CONTROL MEAN	CONTROL SD	CONTROL N	NORM GROUP	NORM MEAN	NORM SD	PFSP Z	PFSP PERCENT	CONTROL Z	CONTROL PERCENT
HIGH SCHOOL RECRD													
COLL ADM	70.44	4.45	16	72.18	4.53	55							
TOT HS C	8.72	2.31	16	9.75	3.69	56							
CUNY ASSESSMENT													
READING-	20.24	3.88	17	20.15	4.44	20	QCC RNDM	25.84	8.76	-.64	26	-.65	26
SUB 01	7.59	1.94	17	7.25	1.86	20	QCC RNDM	9.02	3.39	-.42	34	-.52	30
SUB 02	5.65	1.93	17	5.2	1.96	20	QCC RNDM	7.52	2.82	-.66	25	-.82	21
SUB 03	7	1.87	17	7.7	2.15	20	QCC RNDM	9.31	3.25	-.71	24	-.50	31
WRITING	5.53	.8	17	5.47	.772	19	QCC RNDM	6.45	2.21	-.42	34	-.44	33
MATH TOT	19.12	5.19	17	18.61	6.63	18	QCC RNDM	22.08	8.39	-.35	36	-.41	34
ARITHME	11.94	3.54	17	11.06	3.9	18	QCC RNDM	13.08	4.35	-.26	40	-.46	32
ALGEBRA	7.18	3.61	17	7.63	4.4	18	QCC RNDM	8.92	5.19	-.34	37	-.25	41
COGNITIVE/INFO													
VOCABULA	44.71	9.83	17	49.47	14.67	19	GR 9-12	60.8	15.9	-1.01	17	-.71	24
KNLDG CO	10.76	1.75	17	11.95	2.33	20							
ACDEMC HAB/ATT													
MATH ATT	80	9.41	5	53.16	19.95	19							
STUDY OR	125.71	27.28	17	106.1	27.16	20	GR 10-12	100.3	31.4	.81	79	.18	57
DELAY AV	30.76	8.22	17	23.5	8.38	20	GR 10-12	20.9	9.8	1.01	84	.27	60
WORK MET	28.53	8.68	17	23.05	7.86	20	GR 10-12	23	9.4	.59	72	0.00	50
STUDY HA	59.29	15.91	17	46.55	15.19	20	GR 10-12	43.9	17.4	.88	81	.15	56
TEACHER	33.41	8.6	17	28.45	8.82	20	GR 10-12	29	9.9	.45	67	-.06	48
EDUCATIO	33	6.65	17	30.6	7.69	20	GR 10-12	27.4	8.5	.66	74	.38	64
STUDY AT	66.41	14.58	17	59.55	14.59	20	GR 10-12	56.4	16.7	.60	72	.19	57
CAREER DEVELOPMT													
INFO SEE	8.76	3.15	17	4.84	2.67	19	CRCNS.CL	6.48	2.79	.82	79	-.59	28
CAREER D	6.24	1.48	17	5.7	2.11	20							
CAREER I	28.24	9.48	17	28.15	11.07	20							
VOC IDEN	11.29	3.67	17	----	----	----	HS STDNT	11.25	5.4	0.00	50		
INFO SUF	.933	.799	17	----	----	----	HS STDNT	3.66	1.15	-2.37	1		
LACK VOC	3.13	1.06	17	----	----	----	HS STDNT	1.95	1.18	1.00	84		
PERSONAL/SOCIAL													
GOAL STA	44.29	8.24	17	41.26	8.34	19	COLL STN	41.06	9	.36	63	.02	51
SELF-EST	32	3.84	17	31.2	3.76	20							
SOCIAL A	23	5.02	17	20.94	3.94	20							
SOCIAL B	13.18	9.73	17	9.42	8.33	19							
SOC.RELA	36.18	12.5	17	30.36	9.75	19							

GROUP	PFSP MEAN	PFSP SD	PFSP N	CONTROL MEAN	CONTROL SD	CONTROL N	NORM GROUP	NORM MEAN	NORM SD	PFSP Z	PFSP PERCENT	CONTROL Z	CONTROL PERCENT
VARIABLE													
CUNY ASSESSMENT													
READING-	19.83	4.02	12	20.15	4.44	20	QCC RNDM	25.84	8.76	-.69	25	-.65	26
SUB 01	7.25	1.91	12	7.25	1.86	20	QCC RNDM	9.02	3.39	-.52	30	-.52	30
SUB 02	5.58	2.11	12	5.2	1.96	20	QCC RNDM	7.52	2.82	-.69	25	-.82	21
SUB 03	7	2.17	12	7.7	2.15	20	QCC RNDM	9.31	3.25	-.71	24	-.50	31
MATH TOT	20.2	3.9	5	18.61	6.63	18	QCC RNDM	22.08	8.39	-.22	41	-.41	34
ARITHME	13.6	3.13	5	11.06	3.9	18	QCC RNDM	13.08	4.35	.12	54	-.46	32
ALGEBRA	6.6	3.21	5	7.63	4.4	18	QCC RNDM	8.92	5.19	-.45	33	-.25	41

Appendix H.

Queensborough Community College

Preliminary Pre-Post Test CUNY Assessment Analysis:

Reading, Writing and Mathematics

The CUNY Office of Special Programs will do its own analysis of CUNY Assessment Test data; however, because the Queensborough Community College Pre-Freshman Summer Program (PFSP) evaluation study used control groups for comparison with the program group, some analyses of the data are provided here.

This preliminary report will present CUNY Assessment Test data in Reading, Writing and Mathematics for the PFSP group and three control groups: a regular summer session remedial reading course (BE-122), a regular summer session remedial writing course (BE-112) and a regular summer session remedial mathematics course (MA-010). All of these remedial courses were scheduled during the same weeks as the PFSP group: 6/24/85 to 8/01/85.

Sample

PFSP Group

The PFSP group consisted of 17 first-time Fall 1985 freshmen College Discovery students selected according to College Discovery guidelines. These students had lower total family incomes, a greater percentage of minority students, and were more apt to come from homes where one or more parents was absent or deceased than the control students.

Control Groups

The control groups, consisting of students enrolled in summer school and taking at least either remedial reading, remedial writing, or remedial mathematics, were more apt to have attended college before, had higher family incomes, had more white students, and were more apt to have come from homes where both parents were living together than the PFSP group.

Because 19 (33%) of the 58 control group students who responded to the question of previous college attendance had attended college before, some of these students may also have been previously exposed to the particular remedial course they were enrolled in during the 1985 summer session.

Program vs. Regular Instruction

Reading

The PFSP program in reading consisted of 30 instructional hours and was called "Reading Tutorial." The class had 12 students enrolled who had received placement scores assigning them to remedial reading (BE-122). All 12 program students who began the program completed it. The course "...placed an emphasis on developing vocabulary, comprehension and study skills required for successful reading. Throughout the course students...(were) encouraged to realize that reading, writing speaking and listening...(were) all integral components of the language process and should be worked on simultaneously. To accomplish the above objectives, the discussion of reading

and study skills...(was) supported by frequent practice in class." (Fitzpatrick, Reading Tutorial, Appendix B, 1985)

The regular remedial reading course (control group) consisted of 53% more instructional contact hours than the PFSP group was exposed to (46 hours vs. 30 hours). The course covered the usual topics in remedial reading (BE-122) "College Reading and Study Skills Improvement: Emphasis on organizing ideas, increasing speed, increasing comprehension and interpretation, developing vocabulary, and reading to remember facts" (QCC Catalog, 1984, p. 123). Of the 21 students for whom pre-test CUNY Reading Assessment Test (RAT) scores were available, 20 were present to take the post-test.

Writing

The PFSP "Writing Tutorial" involved 30 instructional contact hours. The class was required of all 17 program students, all of whom had been assigned to remedial writing (BE-112) by the placement test, and all of whom completed the program. The tutorial was designed for "...students requiring moderate remediation in grammar and rhetoric before taking content area courses...(and was) intended to provide concentration in grammar, usage, and rhetoric. Emphasis...(was) also placed on organization and thought development necessary for the preparation of the model expository essay. To achieve ...(these) objectives, instructional approaches...(included): lecture, class discussion and or questions: workbook exercises, oral reading of answers...small group reading and critique of paragraph...(and) individual conferences whenever time

(allowed)" (Pastryk, Writing Tutorial, Appendix B, 1985).

The regular remedial writing course (control group) consisted of 100% more instructional contact hours than the PFSP group (60 hours vs. 30 hours). The course covered the usual topics in remedial writing (BE-112): "Composition Workshop: Paragraph and essay composition and preparation of reports stressed, with emphasis on organization, thought development and grammar" (QCC Catalog, 1984, p. 122). Of the 21 students for whom pre-test CUNY Writing Assessment Test (WAT) scores were available, 20 were present to take the post-test.

Mathematics

The PFSP "Mathematics Tutorial" also involved 30 instructional contact hours. The class had five students enrolled, all of whom were assigned to remedial mathematics (MA-010) by the placement test, and all of whom completed the program. The instructor did not spend any time on arithmetic, focusing only on the first two of three modules in beginning algebra, because all students in the course had passed the arithmetic module on the placement test. The course was "...intended for those students requiring remediation in mathematics, as indicated by their scores on the Placement Examination....the content (was) designed to develop skill manipulation of signed numbers and algebraic expression, as well as the ability to solve linear equations, handle intuitive geometric ideas of area and perimeter and graph linear equations. The instructional strategies to implement these objectives...(included) lectures,

discussions, practice by the students of mathematical techniques in the classroom, as well as through written homework which...(was) handed in frequently. Students were encouraged to answer questions and do boardwork during class" (Corn, Mathematics Tutorial, 1985, Appendix B).

The regular remedial mathematics course (control group) MA-010 "Basic Mathematical Skills" had 153% more instructional contact hours than the PFSP mathematics tutorial (76 hours vs. 30 hours) and consequently was able to cover the entire curriculum of "review of arithmetic, geometric notions, beginning algebra" (QCC Catalog, 1984, p. 186), including module 4, which focuses on topics in advanced factoring and algebraic fractions. Of the 22 students for whom CUNY pre-test scores were available, 16 were present for the post-test.

Where the regular remedial mathematics course was taught in the lecture, problem-solving and discussion format, the mathematics tutorial of the PFSP program involved considerable individualized instruction and tutoring in problem solution.

Testing

Pre-Tests

The pre-tests took place for the PFSP group within two months of the start of the program as part of the regular college placement testing admissions process. In the control groups the tests were also taken during the admissions process, but varied as to the interval between the test and the start of the summer session. For those students who had

previously attended the college, the tests may have been taken anywhere from several months to a year or two prior to the beginning of the 1985 summer session. The reading pre-test was Form C for all PFSP students and most of the control group in the reading class. The writing test consisted of randomly selected forms of the essay question. The mathematics test was Form B for all students in the study.

Post-Tests

Form A of the Reading Assessment Test was administered on the last day of the program to the PFSP and control groups in regular class meetings. Randomly selected forms of the Writing Assessment Test, in all cases different from those administered as pre-tests, were administered in regular class meetings during the last day or two of class to the PFSP group and controls. Form B of the Mathematics Assessment Test was administered in regular class meetings to the PFSP group on the last day of class and to the control group on the day before the last day of class. Reading and mathematics tests were scored electronically with the assistance of the college's Office of Testing and Institutional Research and Data Processing Center. The writing tests were read by regular readers and scored wholistically during a regular reading of the usual Placement Tests in August. These tests were not identified as being different in any way from the usual entering freshman placement test batch. Students who previously failed CUNY assessment tests, but who passed them on the post-test were notified of their passing the tests in September.

Results

Table 1 indicates the means, standard deviations, gains and appropriate non-parametric test statistics obtained in comparing pre- and post-test scores within groups (Wilcoxon matched signed ranks) and between groups (Mann-Whitney Test).

TABLE 1

PRE-POST COMPARISONS ON CUNY ASSESSMENTS: READING, WRITING AND MATH.

GROUP	PRE-MEAN	PRE-SD	POST-MEAN	POST-SD	GAINS MEAN	GAINS SD	PRE-POST WILCOXON	NON-ZERO RANKS	PROB
READING									
PFSP	8.08	3.32	9.50	4.64	1.42	3.50	19.5	12	N.S.
CONTROL	8.15	3.76	9.55	3.78	1.30	3.25	51	19	<.05
M-W U	122.50		121.50		129.00				
PROB	N.S.		N.S.		N.S.				
WRITING									
PFSP	5.53	.80	6.35	1.27	.82	1.29	(Z = -2.073)		<.02
CONTROL	5.55	.69	7.20	1.70	1.65	1.53	(Z = -3.309)		<.001
M-W Z	.12		-1.62		1.60				
PROB	N.S.		N.S. (T-T)		N.S. (T-T)				
ARITH.									
PFSP	13.60	3.13	13.00	2.45	-.60	1.67	7	5	N.S.
CONTROL	11.88	3.54	13.69	3.42	1.81	3.02	16.5	14	<.025
M-W U	49.00		47.00		62.00				
PROB	N.S.		N.S.		N.S.				
ALGEBRA									
PFSP	6.60	3.21	10.60	3.44	4.00	1.00	0	5	<.04
CONTROL	8.75	3.38	12.13	4.21	3.38	5.21	18	14	<.025
M-W U	52.00		51.50		41.50				
PROB	N.S.		N.S.		N.S.				
TOT MATH									
PFSP	20.20	3.90	23.60	3.58	3.40	1.82	0	5	<.04
CONTROL	20.63	6.02	25.81	7.17	5.19	6.71	13.5	15	<.004
M-W U	41.50		52.50		47.50				
PROB	N.S.		N.S.		N.S.				

Reading

The results show that the PFSP reading tutorial did not attain a statistically significant pre-post test increase on the Reading Assessment Test scaled scores. The regular BE-122 control class did reach a statistically significant increase, although the comparison of gains between the PFSP and reading control group did not indicate a significant difference. Furthermore, the PFSP and control groups did not differ significantly before the program or at the end of the program. It would seem that the small, though statistically significant effect-size increase of 0.35 standard deviations above the pre-test mean observed in the control group was not very different from that observed in the PFSP group (effect size = 0.43). The larger number of students in the control group probably led to statistical significance in the Wilcoxon signed ranks test.

Writing

Both the PFSP and writing control group made statistically significant gains in writing. Comparisons of gains showed no significant differences between PFSP gains and control group gains on writing scores. That is, although there were statistically significant increases in pre-post scores, the changes between groups were roughly equal. In addition, both the PFSP and control group had approximately equal pre-test scores and approximately equal post-test scores on the writing test.

Mathematics

Both the PFSP and mathematics control group showed statistically significant increases in total mathematics and algebra scores, while only the control group attained a significant increase in arithmetic scores.

Gains scores analyses revealed no significant differences between PFSP gains and control group gains on arithmetic, algebra or total mathematics scores. In other words, while increases were noted in pre-post test scores, the changes between groups were about the same statistically. Furthermore, both the PFSP and control group had roughly equivalent pre-test scores and roughly equivalent post-test scores on arithmetic, algebra and total mathematics.

Norms. Using a carefully randomized sample of 64 students drawn from approximately 48,000 students who took the CUNY Assessment tests at Queensborough as part of the admissions process, whether or not they ultimately enrolled in the college, pre- and post-test writing and mathematics test means were converted to normalized percentiles. These data are shown in table 2.

Table 2

Writing and Mathematics Percentiles on QCC Random Sample

(N = 64)

	Pre-Test	Post-Test	Gains
Writing			
PFSP	34	48	14
Control	34	63	29
Tot. Math.			
PFSP	41	57	16
Control	34	67	33
Arithmetic			
PFSP	54	49	-5
Control	32	63	31
Algebra			
PFSP	33	63	30
Control	41	66	25

It is clear that the PFSP and control groups both improved in percentile standing on algebra, the major objective of the PFSP mathematics tutorial. Because of instructional time limitations and course objectives, only the control group showed improvement in arithmetic. Since both arithmetic and algebra contribute equally to total mathematics score, the PFSP group showed a slightly smaller improvement overall, though the difference between PFSP gains and control gains was not statistically significant.

In writing, the PFSP improved its mean percentile standing 14 percentage points, while the control group increased its standing 29 percentage points.

In addition to attaining an effect size change of 0.5 standard deviations above pre-test means, one of the objectives of the program at its inception was to increase performance on evaluation instruments by 20 percent. The PFSP writing group did not meet this objective, whereas the writing control group did. However, it must be recalled that the writing control group was given twice as many instructional hours as the PFSP writing tutorial. The PFSP group clearly met this objective in algebra (+30%) and came close to the objective in total mathematics (+16%). The control group surpassed this objective in all areas: arithmetic (+31%), algebra (+25%) and total mathematics (+33%).

At the time of the post-test, both PFSP and control mathematics groups scored in the average to high average range on the pre-test arithmetic, algebra and total mathematics tests. The PFSP and control writing groups both began on pre-testing at below average. At post-testing, the PFSP group reached an average level, while the control group reached high average.

No percentile norms were developed for the Reading Assessment Test due to the confounding of test forms in the random sample data. Since the reading data were raw scores and not scaled scores, it was decided not worth the effort to disentangle these data at this time.

Effect Size Changes. Table 3 shows effect size changes of pre- post- means relative to pre-test standard deviations of the reading, writing and mathematics scores for the PFSP and control groups.

Table 3

CUNY Assessment Effect Size Changes

CUNY Test	PFSP	Control
Reading	.43	.35
Writing	1.03	2.39
Total Math.	.87	.86
Arithmetic	-.19	.51
Algebra	1.25	.80

Table 4 presents pass/fail data for the reading, writing and mathematics assessment tests for pre-test, post-test and pass-fail gains.

Table 4

CUNY Assessment: Pass/Fail Rates

	Pre-Test	Post-Test	Gains
Reading			
PFSP			
Pass	1	5	4(33%)
Fail	11	7	
Control			
Pass	4	6	2(10%)
Fail	16	14	
Chi-Square	0.142	0.083	1.368
Prob.	n.s.	n.s.	n.s.
Writing			
PFSP			
Pass	0	5	5(29%)
Fail	17	12	
Control			
Pass	0	12	12(59%)
Fail	20	8	
Chi-Square	0	2.340	2.340
Prob.	n.s.	n.s.	n.s.

Total Math.	Pre-Test	Post-Test	Gains
PFSP			
Pass	0	2	2(40%)
Fail	5	3	
Control			
Pass	2	11	9(56%)
Fail	14	5	
Chi-Square	0.002	0.394	0.015
Prob.	n.s.	n.s.	n.s.

From the Pass/Fail chi-square statistics presented in Table 4, neither pre-test, post-test, nor gains in passes reached statistical significance when comparing pass rates of PFSP students with controls on Reading, Writing or on Mathematics Assessment. Improvement in pass rates for PFSP groups was 33% for the Reading Assessment Test, 29% for the Writing Assessment Test and 40% for the Mathematics Assessment Test, surpassing program objectives of a 20 percent improvement, while for the control group, improvement in pass rates was 10% for the Reading Assessment Test, 59% for the Writing Assessment Test and 56% for the Mathematics Assessment Test.

Discussion

The overall goal of the PFSP program was to prepare this group of College Discovery students to enter the college in

September with an enhanced ability to adjust to the academic, social, personal and vocational demands they will face as new freshmen. In short, the PFSP program was instituted to smooth the transition into college, improving academic performance and persistence. Building academic skills in basic reading and mathematics was one means to realize the more global goal of college adjustment. Analysis of Reading, Writing and Mathematics Assessment Test scores for the PFSP group and control group revealed no statistically significant differences between gains made by PFSP students and control group students. This is particularly noteworthy, given the demographic differences between PFSP students and controls as well as the considerably reduced amount of instructional contact given the PFSP students in comparison with controls. Where there were differences (e. g. reading and arithmetic pre-post differences for controls, with similar gains not observed in the PFSP group), the considerably reduced amount of instructional time given the PFSP students may explain the differences.

Program objectives of increasing performance on the CUNY Assessment tests by 20 percent were reached in algebra, but not in arithmetic or total mathematics. Pass rate increases did surpass program objectives in reading, writing and mathematics.

Program objectives of attaining pre-post increases of 0.5 standard deviation above pre-test means were reached in the PFSP group Writing Tutorial and Mathematics Tutorial (total mathematics and algebra), but not in the Reading

Tutorial. More time may be needed to enhance reading scores appreciably, although even reading controls did not reach 0.5 standard deviations above their pre-test mean, suggesting that a six-week course may not be sufficient time to make a significant impact on reading scores, or more effective teaching approaches may be needed.

Summary

PFSP students appear to have shown modest gains in writing, algebra and total mathematics and finished the program at roughly the same levels as controls in all areas of writing, mathematics and reading which were assessed. Increases in pass rates in reading, writing and mathematics were more marked. PFSP students and controls did not differ on pre-post gains they made in reading, writing or mathematics.

The Pre-Freshman Summer Program, insofar as improving basic skills in reading, writing and mathematics, appears to have done as well as regular remedial summer session control classes, but with far less instructional contact hours than controls. The smaller classes and consequently greater individual attention, combined with the experience of an intact, cohesive PFSP group of students going through the learning process together, may have contributed to these students' achievement of similar gains as controls who had more contact hours of instruction.

Since the reading, writing and mathematics gains and post-test scores between PFSP and control groups were essentially similar, it would seem that the PFSP objective of

preparing for the college academic experience was, in some measure, attained, as PFSP students gained skill improvement to the same extent as remedial students who did not have the socioeconomic deficits which the PFSP students had.

Appendix I.

Queensborough Community College

Pre-Freshman Summer Program:

Cognitive and Affective Outcomes

The attached data sheets show comparisons between pre-test and post-test scores for the Pre-Freshman Summer Program (PFSP) (N = 17) and pre-test vs. post-test scores for various control groups (N = 10 - 17). No analysis of CUNY Assessment scores is given here, as the post-scores were not available at this writing.

PFSP Group

The PFSP pre-test vs. post-test scores showed statistically significant predicted (one-tailed tests) increases on:

vocabulary

knowledge of college resources and procedures

information seeking behavior

career/college major decidedness

vocational identity

goal stability

self-esteem

college social attitudes

college social behavior

college social connectedness

and a statistically significant predicted decrease on career indecision.

In other words, 11 out of 21 of the scales (52.4%) showed statistically significant changes as predicted ($p<.05$). No differences between pre- and post-test scores for the PFSP were observed for:

mathematics attitudes

study orientation

delay avoidance

work methods

study habits

teacher acceptance

education acceptance

study attitudes

information sufficiency

lack of barriers to career plans

In relation to the predetermined objective of raising scores 0.5 standard deviations above the pre-test means, the following six scales (28.6%) reached the criterion:

knowledge of college resources and procedures (1.28)

career/college major decidedness (0.68)

vocational identity (0.63)

college social attitudes (0.64)

college social behaviors (3.46)

college social connectedness (2.95)

Other variables which almost reached the criterion of 0.5 standard deviations above pre-test means were:

self-esteem (0.49)

information seeking behavior (0.47)

vocabulary (0.42)

goal stability (0.40)

Control Groups

The control groups' pre-test vs. post-test scores showed statistically significant increases on:

vocabulary

mathematics attitudes

information seeking

In other words, three out of 18 scales (16.7%) showed statistically significant changes as might be predicted. None of the differences on the remaining 15 scales was statistically significant.

Examining the control groups' increases in relation to the predetermined PFSP objective of 0.5 standard deviations above pre-test means revealed the following three scales (16.7%) met the PFSP criterion:

mathematics attitudes (0.61)

information seeking (0.99)

college social behavior (0.50)

Almost meeting the criteria were:

college social connectedness (0.48)

goal stability (0.46)

delay avoidance (0.44)

The PFSP students showed statistically significant gains larger than gains of controls on knowledge of college resources (college information) ($p<.01$), career decidedness ($p<.05$), career indecision (decrement) ($p<.025$), college social behavior ($p<.001$) and college social relatedness

($p<.001$).

Comparison of gains of PFSP students and controls did not show significant differences on vocabulary, academic study habits and attitudes, information seeking, goal stability, self-esteem and social attitudes.

Summary

On the basis of the analysis of the available pre-post data, the following tentative conclusions are offered:

- 1. The PFSP program had a measurable impact at the end of six week in cognitive/informational, career development, and personal/social areas
- 2. The PFSP attained criterion of 0.5 standard deviations in informational, career development, and college social attitudes and behavior variables.
- 3. No changes were observed in study habits and attitudes among the PFSP group.
- 4. The control groups showed measurable improvement in cognitive, mathematics attitudes, and information seeking behavior.
- 5. The control groups attained the criterion of 0.5 standard deviation increase above pre-test means in mathematics attitudes, information seeking and college social behavior.
- 6. Although both PFSP and control groups showed statistically significant gains (52.4% and 16.6% respectively), on balance, there is reason to conclude that the PFSP program had an impact over

and above that accruing to students in the control groups, who were enrolled in similar remedial courses (although for a greater amount of instructional time than the PFSP group), but not part of the total, multifaceted PFSP program.

From the results reported here, the PFSP program appears to have demonstrated gains relative to pre-test scores on variables related to program objectives

The areas in which PFSP gains were significantly greater than controls were related to three major objectives of the counseling component of the program: college orientation, career development and college social relatedness. To this extent program objectives were attained over and above maturation and development resulting from attendance in the regular summer session.

The areas of study habits, information seeking and personal-psychological coping resources did not improve any more than controls not exposed to the PFSP program.

PRE-POST COMPARISONS:

GROUP / VARIABLE	PRE-TEST PFSP MEAN	PRE-TEST PFSP SD	POST-TEST PFSP MEAN	POST-TEST PFSP SD	PFSP N	WILCOXON SIGNED RANKS T	RANKS>0	PROB.	EFFECT SIZE	CRITERIA MET
CUNY ASSESSMENT										
READING-TOTAL	20.24	3.88			17					
SUB 01	7.59	1.94			17					
SUB 02	5.65	1.93			17					
SUB 03	7	1.87			17					
WRITING	5.53	.8			17					
MATH TOTAL	19.12	5.19			17					
ARITHMETIC	11.94	3.54			17					
ALGEBRA	7.18	3.61			17					
COGNITIVE/INFO										
VOCABULARY	44.71	9.83	48.88	11.5	17	28.5	16	P<.022	.42	
KNLDG COLL RES	10.76	1.75	13	2.03	17	10.5	15	P<.005	1.28	*
ACDEMC HAB/ATT										
MATH ATTITUDES	80	9.41	82.8	4.21	5	6.5	5	N.S.	.30	
STUDY ORIENTAT	125.71	27.28	126	34.33	17	70	17	N.S.	.01	
DELAY AVOIDAN	30.76	8.22	30.59	9.87	17	76.5	17	N.S.	-.02	
WORK METHODS	28.53	8.68	29.47	8.08	17	58	17	N.S.	.11	
STUDY HABITS	59.29	15.91	61.82	15.99	17	71.5	17	N.S.	.16	
TEACHER ACCEP	33.41	8.6	32.71	11.16	17	74	17	N.S.	-.08	
EDUCATION ACC	33	6.65	33.24	8.22	17	49.5	14	N.S.	.04	
STUDY ATTITUDE	66.41	14.58	65.94	4.57	17	69	17	N.S.	-.03	
CAREER DEVELOPM										
INFO SEEKING	8.76	3.15	10.24	3.98	17	27.5	15	P<.005	.47	
CAREER DECIDED	6.24	1.48	7.24	1.09	17	8	12	P<.007	.68	*
CAREER INDECIS	28.24	9.48	24.59	9.84	17	15	14	P<.01	-.39	
VOC IDENTITY	11.29	3.67	13.59	3.22	17	2.5	13	P<.005	.63	*
INFO SUFFICIEN	.933	.799	.882	1.27	17	20.5	9	N.S.	-.06	
LACK VOC BARRS	3.13	1.06	2.82	1.33	17	30.5	11	N.S.	-.29	
PERSONAL/SOCIAL										
GOAL STABILITY	44.29	8.24	47.62	7.87	17	29.5	15	P<.05	.40	
SELF-ESTEEM	32	3.84	33.88	4.46	17	16.5	14	P<.025	.49	
SOCIAL ATTITUD	23	5.02	26.21	3.74	17	24.5	15	P<.024	.64	*
SOCIAL BEHAVIO	13.18	9.73	46.82	13.38	17	0	17	P<.005	3.46	*
SOC.CONNECTONS	36.18	12.5	73.03	14.55	17	0	17	P<.005	2.95	*

PRE-POST COMPARISONS: CONTROL GROUPS 8506-8508

GROUP VARIABLE	PRE-TEST CONTROL MEAN	PRE-TEST CONTROL SD	POST-TEST CONTROL MEAN	POST-TEST CONTROL SD	CONTROL N	WILCOXON SIGNED RANKS T	WILCOXON SIGNED RANKS >0	WILCOXON SIGNED RANKS PROB.	EFFECT SIZE	CRITERIA MET
CUNY ASSESSMENT										
READING-TOTAL	20.15	4.44								
SUB 01	7.25	1.86								
SUB 02	5.2	1.96								
SUB 03	7.7	2.15								
WRITING	5.47	.772								
MATH TOTAL	18.61	6.63								
ARITHMETIC	11.06	3.9								
ALGEBRA	7.63	4.4								
COGNITIVE/INFO										
VOCABULARY	49.47	14.67	51.06	15.97	16	29.5	15	P<.05	.11	
KNLDG COLL RES	11.95	2.33	11.5	2.8	10	16.5	9	N.S.	-.19	
ACDEMC HAB/ATT										
MATH ATTITUDES	53.16	19.95	63.4	24.82	15	8	14	P<.005	.61	*
STUDY ORIENTAT	106.1	27.16	109.7	29.01	10	25	10	N.S.	.13	
DELAY AVOIDAN	23.5	8.38	27.2	10.69	10	20	10	N.S.	.44	
WORK METHODS	23.05	7.86	23.41	9.41	10	22.5	10	N.S.	.05	
STUDY HABITS	46.55	15.19	50.7	18.38	10	20	9	N.S.	.27	
TEACHER ACCEP	28.45	8.82	29.7	11.37	10	25.5	10	N.S.	.14	
EDUCATION ACC	30.6	7.69	29.3	6.15	10	27.5	10	N.S.	-.17	
STUDY ATTITUDE	59.55	14.59	59	17.09	10	25.5	10	N.S.	-.04	
CAREER DEVELOPM										
INFO SEEKING	4.84	2.67	7.47	4.17	15	0	11	P<.005	.99	*
CAREER DECIDED	5.7	2.11	5.86	2.24	17	8.5	6	N.S.	.08	
CAREER INDECIS	28.15	11.07	26.71	9.74	17	54.5	15	N.S.	-.13	
VOC IDENTITY	----	----	----	----	----	----	----	----	----	
INFO SUFFICIEN	----	----	----	----	----	----	----	----	----	
LACK VOC BARRS	----	----	----	----	----	----	----	----	----	
PERSONAL/SOCIAL										
GOAL STABILITY	41.26	8.34	45.07	7.79	15	18	12	N.S.	.46	
SELF-ESTEEM	31.2	3.76	32	5.4	17	39.5	14	N.S.	.21	
SOCIAL ATTITUD	20.94	3.94	21.47	5.07	16	37	16	N.S.	.13	
SOCIAL BEHAVIO	9.42	8.33	13.59	7.77	17	47	17	N.S.	.50	*
SOC.CONNECTONS	30.36	9.75	35.06	11.04	17	49.5	17	N.S.	.48	

Appendix J.

Relationship Inventory: Analysis of Selected Items

The Relationship Inventory (Appendix C) was drawn up from the suggestions of Carlos Heredia, one of the counselors in the Pre-Freshman Summer Program (PFSP). There was not sufficient time to pre-test the instrument; however, some analysis of selected items follows, as it provides insights into the students and their reactions to the program and the human environment of the college.

The hypothesis underlying the construction of this instrument and the variables it generated was that where students evidence attitudes and behavior of social relatedness to the college, the students are more likely to continue in attendance than students who are low on such variables. This general hypothesis has found support in current research (Terenzini et al., 1981; Terenzini and Pascarella, 1977; Tinto, 1975).

In other analyses, presented in Appendixes F and I, items 1, 2, 3, 4 and 9 were summed to yield a measure of college social behavior, while items 6, 7, 8, 10 and 11 were summed to yield a measure of college social attitudes. Social attitudes scores and social behavior scores were then added together to produce a variable called college social relatedness.

For the present analysis, student responses to each of the college social attitudes items and items 4 and 9 of the college social behavior scale were compared between PFSP students (N = 17) and controls enrolled in the remedial writing course (N = 20). Table 1 presents the results of

Mann-Whitney comparisons between groups on post-test data.

Comparison of PFSP and Controls on

Selected Relationship Inventory Items

Attitudes (Range 1-6)

6. To what extent do you feel a part of the Queensborough Community College student body?

PFSP M = 4.56 Control M = 3.60

M-W z = 2.61 ($p<.01$, two-tailed)

7. So far, how helpful do you think your instructors have been to you here at the college?

PFSP M = 5.44 Control M = 5.15

M-W z = 0.66 (n.s.)

8. So far, how helpful do you think your counselor has been to you here at the college?

PFSP M = 5.50 Control M = 3.00

M-W z = 4.66 ($p<.0001$)

10. So far, how would you rate the way people treat each other and relate to each other here at Queensborough?

PFSP M = 5.15 Control M = 4.55

M-W z = 1.80 ($p<.04$)

11. What is your over all feeling about going to college this summer in this program?

PFSP M = 5.50 Control M = 5.15

M-W z = 0.81 (n.s.)

Behavior

4. How many times during the past week have you done something socially with a Queensborough student away from the campus?

PFSP M = 2.44 Control M = 0.50

M-W z = 2.74 ($p<.004$)

9. How many times this week did you spend a few minutes talking with your counselor or instructor on a one-to-one basis (that is, individually)?

PFSP M = 2.18 Control M = 0.65

M-W z = 2.74 ($p<.004$)

Discussion

Surprisingly, the PFSP group felt more a part of the Queensborough student body than controls who were not grouped into intact classes and separated from the mainstream of the college. It might have been expected, and was hypothesized, that PFSP students would have felt less a part of the QCC student body. This was not the case; in fact the results were opposite of expectations. The PFSP group felt more connected with the students of Queensborough than controls. Perhaps the PFSP's experience within its own program group generalized to the entire student body.

Although PFSP and controls felt their instructors were equally helpful to them, PFSP students clearly felt their counselors were more helpful to them did controls. This may be largely due to the group counseling workshop structure of the program, where controls had little or no regular contact with counselors during the summer session.

PFSP students felt people treated each other and related to each other in more helpful ways at Queensborough than did controls, possibly as a result of the social climate of acceptance and trust developed in the cohesive group through counseling and academic tutorials.

There was no statistically significant difference between PFSP students and controls in their global evaluation of their summer college experience.

In relation to college social behavior, the PFSP group again showed more social interaction with Queensborough students off campus than controls and more individual, one-to-one contacts with counselors or instructors than controls.

Summary

The PFSP group appears to have felt more a part of the Queensborough student body, felt their counselors were more helpful and that people related to each other more helpfully than controls in remedial writing. There were no differences in perceived helpfulness of instructors or overall feelings about attending college during the summer session.

The PFSP group reported more off-campus social contacts with QCC students and more individualized contacts with counselors and instructors than did controls.

These results would seem to provide evidence that the program objective of developing a feeling of social relatedness toward the college was attained to a marked extent. The PFSP students gained a positive feeling of relatedness toward fellow students and to the student body generally and were able to make and sustain contact with the college social environment.

Appendix K.

Budget

The Pre-Freshman Summer Program (PFSP) budget appears on the following page. Total financial aid, consisting of a $43 weekly stipend and $50 book grant, or $308 per student, accounted for 27 percent of the total PFSP budget.

Instruction in the tutorials used 17 percent of the budget, while counseling, largely emphasizing group workshops, comprised 23 percent.

The evaluation component was 15 percent of the total budget, and the administrative component used 18 percent.

If the amount spent in program components is an indication of value priorities, the financial support of the students was almost twice as important in the PFSP program as academic skill development in the instructional component. Counseling received the second highest expenditure and value priority.

In view of the fact that many of the social-counseling and academic skill developmental goals of the program were attained over the six-week period, as based upon pre-post test analysis and comparisons with controls not exposed to the program (with far less instructional contact hours than controls), program benefits appear to be roughly related to program costs. Counseling appeared to be a somewhat more expensive component in the total budget than instruction, which seemed to be somewhat more cost effective and more efficient.

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QCC PFSP BUDGET: 1985

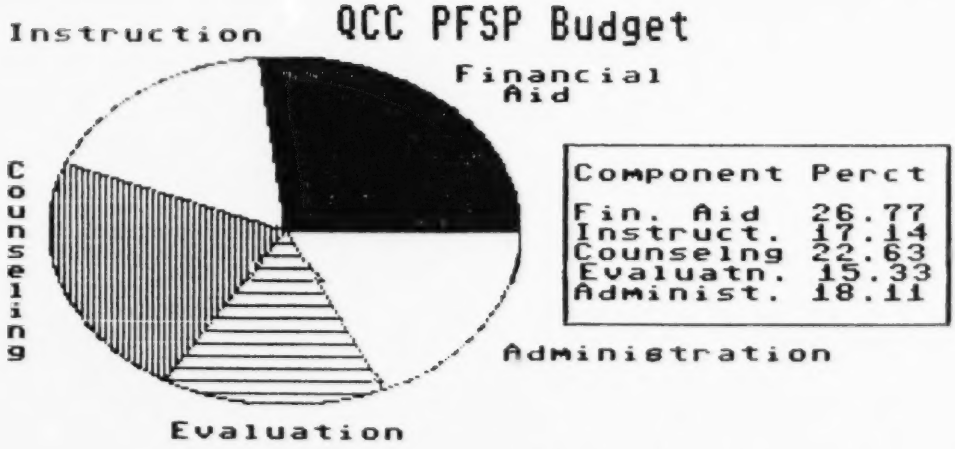
ITEM	NO. STUD.	AMOUNT	% TOTAL
FINANCIAL AID			
STIPEND	17.00	4386.00	
BOOKS	17.00	850.00	
TOT. FIN. AID		5236.00	26.77
INSTRUCTION			
MATHEMATICS	5.00	1289.70	
READING	12.00	938.10	
WRITING	17.00	1080.00	
TOT. INSTRUCT		3352.80	17.14
COUNSELING			
GRP. DYNAMICS	17.00		
CAREER DEVEL.	17.00	1966.00	
COLLEGE ORIEN	17.00		
GRP. PROJECTS	17.00	2460.00	
TOT. COUNSLNG		4426.00	22.63
EVALUATION		3000.00	15.34
ADMINISTRATION		3542.40	18.11
TOTAL		19557.20	100.00

Future programs may wish to increase the instructional component's share of the budget to be equal to that of counseling, particularly through the provision of peer tutors, together with an increased number of instructional contact hours.

The counseling component was primarily delivered in the group modality instead of required individual counseling sessions, for theoretical-philosophical reasons and for efficiency. Yet, certain program objectives, e.g. raising self-esteem, increasing goal stability and career exploration, might be enhanced by a judicious combination of group and individual counseling. Academic planning and advisement was delivered individually.

Evaluation of the PFSP program, because of the large number of assessment instruments used and the pre-post treatment-control group design, took far more time and effort than it was budgeted for. Since evaluation served to monitor the program and may have actually stimulated healthy competition between PFSP staff and control group instructors, a reduction in the administrative component and consequent increase in the evaluation budget would more fairly compensate professional time expended and still perform a valuable administrative function.

In summary, a review of PFSP budget costs and program benefits resulting from the program's operation in comparison to controls shows that the Pre-Freshman Summer Program was generally cost-effective.



Program Components

ERIC Clearinghouse for
Junior Colleges

JUN 27 1986